

**Lakes and Islands Lifelong Learning** is a partnership project between the Boards of Trustees of Rideau Lakes Public Library and Leeds and the Thousand Islands Public Library. This report, **Strategic Planning Highlights**, is an excerpt of a longer report, **Project Plan**. Copies of the longer report are available at library branches and municipal offices.

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## Executive Summary

Parents and children in the habit of reading together...

Children who grow up comfortable with libraries and delighted with learning ...

Families who know where to turn to upgrade skills and increase literacy ...

The **Lakes and Islands Lifelong Learning Project** is a joint project of the Boards of the Leeds and the Thousand Islands Public Library and Rideau Lakes Public Library.

The purpose of the Lakes and Islands Lifelong Learning Project is to enhance the effectiveness of the two library systems in providing and supporting improved literacy and lifelong learning opportunities for the residents of their communities. To accomplish this purpose, the Lakes and Islands Lifelong Learning Project has two strategic objectives:

- Undertaking specific projects and initiatives that support literacy and lifelong learning in the community
- Broadening and enlivening the public perception of libraries, as community centres as well as sources of accessible information and learning, so that they are seen as places to turn for literacy and skills upgrading

These two libraries have a long history of working closely together, and in spite of undergoing several restructurings as a result of political amalgamation processes, have managed to maintain a very effective partnership with each other. In addition, they have already established a number of literacy initiatives, including maintaining a close partnership with the Leeds & Grenville Best Start program. Shared values, mission, and vision also contribute to the likely success of a project undertaken together.

The full report, which includes a *Community Profile* providing a more detailed context for this project, a *Literacy Program Inventory*, and an *Appendices* section which includes a comprehensive database of potential partners and/or funders, can be found on the Libraries' websites or at all library branches and at Municipal Offices.

Rideau Lakes Library

[www.rideaulakeslibrary.ca/](http://www.rideaulakeslibrary.ca/)

Leeds and the Thousand Islands Library

[www.ltipl.net/](http://www.ltipl.net/)

Among other things, the *Community Profile* notes that:

- A significant proportion of adults (about 20% to 25%) in these Townships have not completed high school.
- Employment opportunities in the area are increasingly in economic sectors that require skills of high school or post secondary levels.

- With jobs tending to be short-term, workplace skills need to include flexibility, a willingness to keep learning new things and an ease of adapting to new work and new people.
- The only available literacy upgrading opportunities are located in the larger urban centres on the outskirts of the area served by the two library systems.
- Transportation is an issue in these largely rural areas.

To achieve the objectives of the project, the **Strategic Plan** (see page 4) suggests how the two library systems can increase their direct contribution to literacy and lifelong learning, make effective partnerships with literacy and other organizations, leverage available resources, and enhance the contribution of libraries to the community. This Plan covers to September 2010

The strategic plan presents three general areas of activity that the two library systems can undertake to increase their value to the community in literacy and lifelong learning. These are:

1. Raising the library profile in the community, both generally and in terms of literacy and lifelong learning, through short-term, largely library-led activities;
2. Becoming resource centres for the community for literacy and lifelong learning; and
3. Partnering with other groups in the community to provide ongoing, long-term support for programs in literacy and skills upgrading.

It then provides detailed descriptions of a variety of possible initiatives, with the caveat that a first task of the project team will be to select pilot projects, evaluate them over the early phases of the project, and then determine a final set of ongoing activities.

A **Business Plan** follows (page 25), which offers a cost-benefit analysis, external funding possibilities, and a proposed budget for a four-year implementation process. The proposed budget can be covered from August 2007 through to the second quarter of 2009 by using \$70,000 of the family literacy grant already received by the libraries. By April of 2009, additional funding will be needed. The main financial challenges in implementing the Strategic Plan are increasing staff hours, hiring a part-time project coordinator, and dealing with space issues.

Next are **Area Maps** (page 37) showing public library locations for both the project area and the whole of the United Counties of Leeds and Grenville. Finally, there is a **Program Summary Chart** (page 39) of the possible lifelong learning programs and initiatives described in the Strategic Plan. This chart describes each program, the library's role in providing it, resources and potential costs involved, and possible partners and/or funding sources for it.

To summarize, there is every reason to anticipate a solid and sustainable growth in lifelong learning programs and initiatives at the Leeds and the Thousand Islands and the Rideau Lakes Libraries as the two systems expand their own partnership and form further associations with area groups and agencies. It is well known that a tripod is the most stable of structures. By enhancing their ability to provide access to information, entertainment and learning opportunities to all families, the libraries will become the stable support of their communities.

# Strategic Plan

## Introduction

Since at least 1990, the year proclaimed “International Literacy Year” by the United Nations, there has been an increasing involvement in literacy efforts on the part of Canada’s libraries. In 1995, delegates from public libraries and literacy organizations from across Canada came together to establish a dialogue on a long-term strategy for literacy services in libraries in response to national census statistics that suggested an urgent need. Recommended actions included campaigns to promote reading, effective communication within library systems and between libraries and literacy organizations, and raising the profile of libraries’ literacy services.<sup>1</sup>

Some of the barriers identified at that meeting were the lack of effective partnerships and communication between libraries and literacy organizations, lack of funding, and perceptions on the part of adult learners that libraries cannot help them and are intimidating places to be. These institutions of knowledge and learning, with their own rules, requirements and culture about ownership of materials, instilled fear in some people rather than delight and a feeling of being welcome.

It is against this background that the Boards of the Leeds and the Thousand Islands Public Library and Rideau Lakes Public Library decided to launch what has become known as the **Lakes and Islands Lifelong Learning Project**. The project began with the compiling of a **Community Profile** and a **Literacy Inventory** that described relevant community features as well as regional literacy programs. Building on these two reports, this **Strategic Plan** was prepared as well as a **Business Plan** with the over-all object being to improve the combined effectiveness of the two systems in providing and supporting literacy and lifelong learning initiatives.

These two libraries have a long history of working closely together, and in spite of undergoing several restructurings as a result of political amalgamation processes, have managed to maintain a very effective partnership with each other. In addition, they had already established a number of literacy initiatives, including maintaining a close partnership with the Leeds & Grenville Best Start program.

The ultimate goal of this project is that the two library systems be able to put into effect a strategic plan that addresses the barriers mentioned above, using concrete strategies through which they can promote, support and develop lifelong learning and improved literacy for the residents of their communities.

## Values

In exploring ways to incorporate more literacy and lifelong learning initiatives into the work of the two library systems, the library Boards and staffs demonstrate implicit values which it will be well to make explicit. These include:

- That all individuals ought to have the opportunity to become lifelong learners – informed, literate, educated, and culturally enriched members of the community

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<sup>1</sup> *Libraries and Literacy: A Decade in Review*, A Background Paper Prepared for the National Summit on Libraries and Literacy: Moving Forward, Ottawa, 2006.  
[http://www.cla.ca/issues/Background\\_Report\\_english.pdf](http://www.cla.ca/issues/Background_Report_english.pdf)

- That such informed and knowledgeable residents are central to achieving a healthy community
- That libraries are a legacy to each generation, offering the heritage of the past and the promise of the future

## Mission and Vision

A statement of mission and vision can serve as an anchor for a strategic plan that otherwise can all too easily be set adrift or run aground by a sea of complexities. As part of deciding to what extent to go forward with this project together (see Recommendations and Conclusions), the two library systems will want to create a joint statement concerning the project. Based on consultation with the CEOs of the two systems, the mission and vision statement might include the following language:

### **Mission**

The purpose of the **Lakes and Islands Lifelong Learning Project** is to empower community residents of all ages and backgrounds by encouraging and promoting literacy and lifelong learning, the joy of reading and the power of information, thus enhancing our quality of life and affirming our sense of community.

### **Vision**

Together, the library systems envision that:

- Our libraries will become centres in our communities for learning of all kinds, providing materials, resources, services, and activities to help adults and children obtain the information they need to meet their personal, educational, cultural, and professional needs.
- We will support students, assist families in stimulating their children's interest in and appreciation for reading and learning, and encourage adult literacy and skills upgrading.
- The libraries will meet the needs of their diverse and growing constituencies by partnering with other community organizations.

To realize our vision and carry out our mission, we recognize that we must:

- Empower staff with continuing education and training
- Strive for a collaborative environment where staff are empowered to contribute ideas freely and to be innovative, creative, and take pride in their work.

## Strategic Objectives

The Lakes and Islands Lifelong Learning Project has the following strategic objectives:

- Undertaking specific projects and initiatives to support lifelong learning in the community
- Broadening and enlivening the public perception of libraries, as community centres as well as sources of accessible information and learning

## Setting

The area served by the Rideau Lakes and the Leeds and the Thousand Islands library systems is rural, with a growing but aging year-round population and an influx of summer residents. Many of the seasonal and full-time new residents are of a demographic somewhat different from that of residents with long family histories in the area.

A significant proportion of adults (about 20% to 25%) have not completed high school. Employment opportunities are increasingly in economic sectors that require skills of high school or post secondary levels. With jobs tending to be short-term, workplace skills need to include flexibility, a willingness to keep learning new things and an ease of adapting to new work and new people.

Most families must travel by vehicle to work, school, social services, and health care facilities, as well as to acquire the general necessities of life. This is an important reality to consider when planning programs and services related to literacy and lifelong learning.

School closings and potential closings represent a loss of the “neighbourhood school” for some of the population; in combination with amalgamation, growing unemployment and a depressed economy, these also underscore a growing sense of both change and loss in local communities.

However, perhaps both because of and in spite of the situations noted above, LTI and Rideau Lakes have solid assets and the potential to build further. The whole of Leeds & Grenville but especially Rideau Lakes will host the International Plowing Match in September of this year and will welcome 80,000 visitors to this celebration of agriculture and rural life. Two thousand volunteers will make it all happen. Not to be outdone, others are volunteering time and effort to create a variety of events to celebrate the 175<sup>th</sup> Anniversary of the Rideau Canal. Events of these magnitudes happen only when communities care, cooperate and cherish both past and future.

The Leeds and the Thousand Islands and Rideau Lakes Public Library systems share a similar community spirit that is evident in the Board members, staff, volunteers and patrons. Thus they are well-positioned to encourage and to further lifelong learning in their communities.<sup>2</sup>

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<sup>2</sup> Details provided in the Community Profile section.

## Method

This document is based on two kinds of information: (1) the collective wisdom of many stakeholders, as provided through direct conversations in a variety of settings, and (2) background research.

(1) The needs, priorities, and goals of the two library systems must form the basis of any successful strategic plan. The first order of business in developing this plan was to collect input through meetings with library staffs and boards. Numerous meetings were also held with stakeholders, including municipal councils and staffs, regional literacy organizations and skills upgrading providers, public health agencies, and other potential partners. Two meetings were held seeking input from the general public, one in each of the townships. As well, an informal survey of the general public was conducted at LCBOs in each of the townships.

(2) Extensive research was conducted for three purposes: to produce a Community Profile for the townships in which the two library systems are located, to create a Literacy Program Inventory and database of regional literacy and lifelong learning organizations, and to supply a detailed listing of specific literacy and learning activities for possible use in this plan. The literacy and learning activities are found beginning on page 38 of this report. The Profile and Inventory are found in the longer *Project Plan* report.

## Accomplishments

1. Current users love the library. The staffs and boards of the two systems can take justifiable pride in maintaining a system known to the general population and well-liked by its regular users.
2. Staff in both systems are well-trained and enthusiastic exponents of the joy of reading and learning, and of the value of libraries.
3. The physical plant for the two systems—that is, the buildings, books, computers, and so on—has been upgraded in some places and will likely be upgraded in others in the near term.
4. Nine branches are located throughout the two townships, providing most of the population with reasonably nearby service.
5. Both systems use up-to-date electronic cataloguing and reserve systems, maintain a web presence, and offer customers access to high-speed internet.
6. Both systems maintain regular delivery of items to branches and acquire items on loan from other systems for their patrons.
7. The systems have reciprocal borrowing with each other.
8. Both systems are repositories of genealogical and local historical resources, with the potential to expand in these areas.

## Challenges

- Under-utilization of some branches, possibility of closures
- Lack of appropriately designed space for certain kinds of events
- Limited hours of operation
- Necessity for most patrons to drive to most branches (even though it may be a short distance)
- Public association of the library with the outmoded, the inflexible, or the overly academic
- Under-utilization by certain demographic segments, most notably males

## Action Plan for Literacy and Lifelong Learning

All of the activities described in this section require at least some increased staff time, and many will ultimately require hiring someone to coordinate and organize the activities and volunteers. Some will need funding from outside sources. In the next section, we propose a timeline, but it is essential to recognize that the libraries' staffs are the ultimate authorities on what is possible and likely to succeed. The "strategic" part of any strategic plan is choosing *to do* some things, and choosing *not to do* others. The project team must make selections from among the many possibilities presented here, and then prioritize those selections with an eye to implementing them over a period of several years. Having refined the plan in this fashion, it will doubtless then also be necessary to be flexible in its implementation.

Much of the work suggested below should be undertaken by the libraries only in concert with other organizations. A database of potential partners is included in Appendix E. It lists organizations which may be able to help with funding, volunteer training and programming.

Also in the Appendix is a chart intended to be useful as a reference to work from in planning, containing all the suggested programs with information about the programs, the role of the libraries in each one, related websites, potential partners and resources, space required and possible sources of funding.

There are three general areas of activity that the two library systems can undertake to increase their value to the community in literacy and lifelong learning. These are (1) raising the library profile in the community, both generally and in terms of literacy and lifelong learning, through short-term, largely library-led activities, (2) becoming resource centres for the community for literacy and lifelong learning, and (3) partnering with other groups in the community to provide ongoing, long-term support for programs in literacy and skills upgrading.

## ***Raising the Library Profile in the Community***

Anything that enhances the profile of libraries in the community, that encourages people to visit them and make use of their various services, also enhances the ability of the libraries to approach their literacy and lifelong learning potential.

In a recent informal survey conducted at the LCBOs in Lansdowne and Delta, we talked to 36 customers about libraries. Just over half were from the towns in question or quite nearby. The vast majority of both groups knew the location of their nearest public library branch. Only slightly more than half, however, had actually gone there in the last six months, and some of these people went to take others (children or friends needing a lift). Some were at a complete loss to think of any reason they would ever go to a public library, or of anything a public library could offer that would give them such a reason.

Many of those who indicated they did not use the library expressed surprise at learning about certain amenities of modern libraries. While most knew there was high-speed internet computing available at public libraries, and photocopying machines, many were not aware that fax machines were available and that DVDs and videos could be borrowed. Many also did not know that the library catalogue is available online, or that it is possible to reserve and renew items online and the libraries will see that items are delivered for pick-up to the branch nearest the patron. Libraries are no longer simply repositories of books, and making sure that people know of the many things they offer is certainly one aspect of raising the library's profile in any community.

Another way of raising the community profile of libraries is, of course, to offer yet more reasons to come in. Short-term general interest workshops, events, activities, and courses could easily provide those reasons by being offered at the library. These would in and of themselves provide real benefits to the community in terms of literacy and lifelong learning while at the same time they would increase the public awareness of the libraries; they would bring more people through the door, which in turn increases the likelihood of some of them staying—that is, discovering more things to like about the library and becoming ongoing users.

There are a number of short-term events and activities that could be held in or just outside of the libraries, and for which library staff could undertake a lead role in the near term. It will be important before offering any of these to survey schools, churches, and other organizations in the area to determine which may already be offered elsewhere. For most of these, the role of the library staff would be significant over the short term: booking and publicizing, possibly signing people up and collecting fees (if any), creating appropriate displays, and “hosting” the event. Hosting might mean opening the library to such a group at times when it is not usually open to the public. In some cases it might mean offering active greetings, providing “tours” and information on available materials, or even supplying some refreshments. It will be important for the library systems to choose carefully which events and activities it will undertake, to prioritize them, and to phase them in slowly, so that staff is not overwhelmed. It will obviously also be necessary to consider the long-term staffing and other resources needed to incorporate such events and activities into regular library planning. Some of the possible activities might be:

### **A. One-Time Events for Families**

1. **The Firefighter Model:** A group of “local heroes” like firefighters comes to the library (or, in the case of firefighters with their truck, to just outside the library) to spend a couple of hours with children who would like to learn about them, see and touch their “gear”. The

firefighters promote libraries by bringing the children in, exploring a display of books about firefighting, reading a firefighting story to the children, etc. Appropriate groups might include as well police officers, members of a local sports team, local authors, poets, etc. A veterinarian would also have high appeal. While the libraries would be responsible for organizing these events, there would be potential for continuing partnership with any group that might be involved in presenting one of these events. Some participants may become committed volunteers.

2. **Book-making:** This is a popular family literacy activity offered by Kingston Literacy. They have a series of ten workshops designed for low income parents with young children, to help them create a small collection of books for their young children, learn about their child's development, and learn more about upgrading and training programs in their area. The 2-hour workshops include lessons on book formats such as: a predictable book, a flap book, a learning portfolio, an interactive book, an all-about-me book, and a touch-and-feel book. One of these workshops could be presented to gauge community interest, and the others could follow at intervals. In each case, participants leave with a hand-made book and the skills to use it effectively with their children.

## **B. General Interest Workshops and Events (1 to 4 sessions)**

1. **Gardening:** Enhance the appearance of the library or any nearby area by designing and planting attractive gardens requiring minimal maintenance. A local greenhouse or garden centre might provide some plants gratis. The presenter/coordinator would be from a local greenhouse, garden centre, or other local expert, perhaps someone involved with Communities in Bloom. Participants would have an opportunity to learn more about gardening, discover what resources the library has on the subject, and contribute to the beautifying of community space.
2. **Cooking/Nutrition/Cookbook Creation:** The excellent response to the cookbooks published in honour of the Plowing Match (over 5,000 sold by mid-June) indicates a considerable interest in the community. In this case, a possible goal could be to create mini-cookbooks focused on specific needs: e.g. cooking for diabetics, people with heart conditions, children, potlucks, lunchboxes, bread-making machines, etc. Staff at Country Roads Community Health Centre or the Leeds & Grenville Health Unit might be interested in providing workshops in this area. Participants would learn about health and nutrition, find out what resources the library has on the subject, and glean some good recipes for their own use, while contributing a valuable resource to the community.
3. **Scrapbooking:** This is an enormously popular and potentially quite creative hobby. Scrapbooks, thoughtfully made, are a new form of handicraft and make amazing gifts for very special occasions. Local suppliers might share their skills while charging a small fee to cover costs of materials, although another possibility is to explore "Dollar Store" scrapbooking. Staff at the Thousand Islands and Leeds Library know of a potential resource person for this. Participants would experiment with this creative outlet; possibly local and family histories could be emphasized; results could be displayed at the various branch libraries and in some cases might become part of the permanent holdings of the library systems. This group might ultimately become an ongoing club.

4. **First Aid, CPR, Wilderness First Aid, Babysitting, and/or “Save That Child”:** These and other similar courses could be taught by personnel from St. John’s Ambulance, the Red Cross, or the Health Unit, and might be offered at branches in areas where other groups are not already making them available. *Save That Child* is a brief course for parents, grandparents and babysitters who look after young children and infants. *What Every Babysitter Should Know* is a course created for the 11 – 14-year-old age group designed to teach babysitting skills, leadership, and First Aid skills in a fun and informative way.
5. **Entrepreneurship:** The Leeds and Grenville Small Business Enterprise Centre has a wealth of resources as well as various programs to assist people wishing to start their own businesses. They may be willing to provide a workshop to introduce the comprehensive services they offer, which are funded by the Ministry of Small Business and Entrepreneurship. Given the recent loss of jobs in the area, this may encourage some residents to explore an alternative way of earning a living.
6. **Home Safety:** There are many possibilities under this topic, but library staff indicated there is currently considerable interest in the hazards of the new, compact fluorescent light bulbs. There are concerns around their mercury content requiring disposal as hazardous waste, their excessive, non-recyclable packaging, and the number of light fixtures that can’t accommodate their shape and size. Such a workshop might culminate with letters to the editor expressing such concerns and discussing alternatives, such as LEDs, or an article in local news media, thus increasing the library’s visibility. More information is available here: [http://www.wnd.com/news/article.asp?ARTICLE\\_ID=55213](http://www.wnd.com/news/article.asp?ARTICLE_ID=55213) and here: <http://www.abc.net.au/science/news/stories/2007/1853382.htm>
7. **Home Energy Efficiency:** Staff report that some patrons have inquired about how to measure energy efficiency in their homes. Ontario Hydro may be willing to present a workshop on this, perhaps providing some of their hand-held measuring devices for loaning out to patrons. Also, Hearthmakers in Kingston does energy assessments of homes and has a strong emphasis on public education. Information on the reinstated provincial Eco Energy Retrofit program could be included.
8. **Photography:** A workshop on how to frame photos, along with other tips to produce better photographs might be appealing to the public, perhaps particularly during the summer, and could also tie in with the Scrapbooking workshop. Separate workshops might be geared toward teens. Possible presenters could include photographers from local media, such as Margaret Brand from *The Review-Mirror*, or staff from camera shops in the community. For added interest, this could culminate in a photo contest, possibly with photography books as prizes (perhaps donated by local camera shops), or with the winning photos published in local papers.
9. **Genealogy:** This seems to be a very popular interest in the community, and may warrant a workshop to help people learn how to locate the information they want about their ancestors. Participants could share information about particularly useful websites or tools they have found. Various ways of recording and displaying the information could also be explored, perhaps with examples provided by some of the participants. Library staff may know of a patron or two with experience who would be willing to be presenters. Some library staff are very knowledgeable in this area as well.

## C. Hosting Certification Tutoring (One-on-one or small group)

1. **Preparation for Driver's Licences, Boating Licences, Hunting Licences, etc.**  
People of any age with low literacy skills, but particularly immigrants and teenaged boys, often run into trouble when they have to take the tests for these licences. The reading skills involved are fairly high and there is a lot of specific knowledge required for the tests. Offering tutoring sessions based on the handbooks for each of these events before the participants attend the course might draw considerable interest. Some young people fail the test the first time and may need tutoring before they can take the test again. Tutors could be community members who already hold the particular licence. These are tests for which the motivation to succeed is very high, so boys and men who normally don't frequent the library may be drawn in. Colourful displays of related books and DVDs, particularly on hunting, fishing and boating, might encourage them to return.
2. **Safe Food Handling** A free small-group workshop or series of workshops in safe food handling could be provided on site by any retired teacher or volunteer presenter, using the fact sheets downloadable from the Leeds, Grenville and Lanark District Health Unit website. It might also be possible to have certificate-granting workshops provided by certified Public Health Inspectors available through the Health Unit. As most incidents of food-borne illness are preventable and are associated with improper food handling practices, whether at home or at community events, considerable interest could be raised in this issue. As well, completion of such a course might be an asset to certain job-seekers.

## D. Hosting Online Courses and Games

1. **Smart Serve Ontario:** Smart Serve Ontario is a non-profit organization dedicated to developing and delivering a responsible service training program to all individuals who serve alcohol beverages at home or work. The training is available online. The organization also provides useful information about the responsibilities of hosting a wedding, party or organizing a special event along with some great tips for holding a memorable and safe event. Many restaurants, hotels, bars, etc. require their employees to hold a Smart Serve certificate. Even when not required, it is often an asset in a job search to have it on one's resume. There is a fee for the training, but it can be paid by the participant. Otherwise, all that is needed is a computer, and possibly a volunteer tutor.
2. **Food Handler Training:** *In Good Hands* is an online program that explores food safety through 15 modules of course content. The content is Ministry-approved, developed in partnership with Public Health Inspectors at the Thunder Bay District Health Unit. It is based on Canadian content as well as Ministry of Health guidelines for the province of Ontario. The course is also available in French.  
  
Students learn how to handle food safely and how to prevent food-borne illness. They build their workplace food handling skills as they train for food safety certification that meets provincial requirements. The course can be completed online for a fee of \$25.00, but for certification, it's necessary to arrange for a 1 ½ hour review session and the exam with Leeds, Grenville and Lanark District health unit for an additional fee of \$5.00.
3. **WHMIS:** The Workplace Hazardous Materials Information System (WHMIS) is Canada's national hazard communication standard. The key elements of the system are cautionary labelling of containers of WHMIS "controlled products", the provision of material safety data

sheets (MSDSs) and worker education and training programs. Any workplace employing more than 15 people requires WHMIS training. A basic certificate is an asset to job-seekers' resumes. Generally, the basic WHMIS Occupational Health and Safety course takes about 2 hours to complete, although one site offers the course at a student's own pace. A certificate is provided. Additional specific courses for certain occupations are also available.

4. **'Speare: The Literacy Arcade Game'** This is a new computer game that aims to teach students literacy skills by exposing them to a high-tech version of Shakespeare. It requires students to build a spaceship, which they then use to collect stolen knowledge based on Shakespeare's plays. They collect spheres containing bits of knowledge and link them in an attempt to restore peace to the galaxy. They are also fed information about Shakespeare and tested on it during the game. Their scores are tallied based on their performance in the literacy component. Kids love it, and when it was tested, their literacy scores improved impressively after only one hour of play. It is aimed at students aged 10-15, although the game's appeal is said to be much broader than this, and is complemented by free online resources and lesson plans that can be used easily by anyone working with the student. This one could definitely change boys' perceptions of the library as stuffy and boring.

**Note regarding online courses:** As certain courses require the payment of a fee, and few young people or low-income residents possess credit cards, some arrangement would have to be made for using a library credit card or PayPal online, with payment being reimbursed by the student. It is also possible that recipients of Employment Insurance might be reimbursed for taking the employment-related courses.

Alternatively, Joyce Bigelow of Northern Connections in Sharbot Lake holds training rights for WHMIS, as well as for Smart Serve, Super Host and Food Handling, so arrangements could be made to do these workshops without access to computers.

## ***Resourcing Literacy and Lifelong Learning***

It is essential that the libraries draw up a communications/publicity plan that enables them to maintain up-to-date and accessible information on formal and informal learning activities in the two townships. Staff must be assigned and given time to plan, organize and update displays/information in:

- local print media
- municipal and library websites
- standard signage/bulletin boards in each branch, recognizable by all as sources of information
- automatic e-mails with new information to library patrons who choose to subscribe
- other learning-focused groups and institutions

Time must be given to staff to gather information, to make sure libraries are on mail and e-mail lists as appropriate, to share the information they collect with branches, contact media or other groups when appropriate, verify that all web links work and keep the website updated. Other suggestions intended to raise the libraries' profile include:

1. create a rotating display of controversial issues (such as compact fluorescent light bulbs) and post conflicting views under a catchy heading such as: "We need a better idea!" This could be placed on a very visible wall in each library, and be supplemented by a blog accessible through the website.

2. provide a very visible little bulletin board in each branch where all sorts of learning opportunities are posted, from swimming lessons to upgrading. This contributes to the perception of the library as a place promoting lifelong learning, and also broadens the perception of “learning” to include skills that are fun and life-enhancing. The bulletin board should be colourful, visually appealing, and have a catchy heading.
3. prepare handouts about library activities to be handed out at events such as the Plowing Match
4. compose a monthly Lifelong Learning Newsletter to be placed on websites and possibly e-mailed to subscribers
5. consider displaying, archiving and lending to patrons the family histories being prepared for the Plowing Match
6. sponsor and showcase local histories generally
7. develop and promote the idea of “Adopt-a-Book”, whereby patrons can subsidize the cost of certain books by paying for the insertion of a bookplate specifying “In Memoriam” or, “In Honour of”.
8. promote the popular web-based activity called bookcrossing. This refers to the practice of leaving a book in a public place to be picked up and read by others, who then do likewise. (The term was added to the [Concise Oxford English Dictionary](#) in August 2004.) The goal of the bookcrossing website is to make the whole world into a library by sharing books they have enjoyed. One inserts an ID number and the website URL into the book, and then leaves it where someone else may pick it up. The finder responds through the website, allowing the progress of the book to be tracked. The website URL could be posted on the libraries’ websites under an eye-catching title such as “Adult Entertainment”, and advertised on bulletin boards or in newsletters. This sort of activity seems to be gaining in popularity in recent years and increases participants’ awareness of geography and the world around them, as well as involving them with books in an entertaining way. <http://www.bookcrossing.com/>
9. work with schools to re-establish classroom visits to the library, during which staff could ensure that the children see all the library can offer them, and instruct them in how to choose and reject books
10. allow time for librarians to attend local courses, workshops and events to make presentations to parents about library resources and programs, as well as the benefits to children of early and frequent exposure to books
11. expand and promote the graphic novels collection, as these appeal not only to children and youth, but to many adults, and can be used by families and in one-to-one tutoring
12. house the Young Adult books separately from the children’s books to make it easier for teens to find books they want to read, as they do not want to be classed as children
13. consider what reading materials boys and men are likely to enjoy, including subjects such as sports, travel and science-fiction as well as other non-fiction, magazines, manuals, websites and newspapers and promote these in handouts, press releases and on the websites, as well as in library displays.
14. explore the possibility of establishing a Pedometer Loan Program, such as the one offered by some Kingston Frontenac branches, or the one offered by Simcoe County Library, information for which can be found here: [http://www.simcoehealth.org/GFL/Pedometer\\_Loan.asp](http://www.simcoehealth.org/GFL/Pedometer_Loan.asp)
15. ensure that newsletters or notices of specific events get placed in doctors’ offices, Health Units, churches, or anywhere else where they can be seen by families who are not yet library patrons.
16. for every program presented at the library, ensure that books and materials about related activities are displayed. For example, in addition to books about scrapbooking, include books about all sorts of other crafts, as well as about photography and poetry, in the display at a scrapbooking workshop.

17. investigate the possibility of having a local service club organize weekly transportation to the library to accommodate seniors or families who have difficulty accessing the library. Often volunteers can be found to do this if their gas is paid for. A long-term project for a service club might be to raise funds to provide a van for this purpose, with volunteers to do the driving.
18. promote the role of libraries as facilitators: “If you have the project, we have the resources.” Hosting community meetings in or near the library space means more people get acquainted with the library’s offerings, and librarians get ideas for books and other resources related to the groups’ activities

## ***Partnering for Literacy and Skills Upgrading***

To put in place formal programs supporting literacy and adult skills upgrading requires extensive management and resourcing. Libraries are neither designed nor mandated to undertake such work alone, but they do have both the vision and the capacity to partner with other organizations to make such programs readily available in the two townships.

Excellent programs already exist in the region, their chief drawbacks for the libraries’ catchment areas being their location and the need for transportation to access them. The libraries might play an important role in assessing the need for and viability of bringing some of these services into the community, in providing or locating space for them, and in making them better known to the people who most need them.

If the libraries become significantly involved in this way, a Coordinator/Trainer would eventually need to be hired, perhaps using funding obtained through joint application with other organizations, but this person could coordinate all outreach programs and train or arrange for training all the volunteers needed for literacy activities.

1. **Homework Clubs/Centres:** The Tri-county Literacy Council, (Stormont, Dundas and Glengarry), runs very successful Homework Centres after school, located in community venues both urban and rural. A warm, friendly atmosphere welcomes parents and children for Grades 1-8. There are also separate teen homework centres. The program focuses on assisting children and youth with their homework, followed by an enrichment program of educational games and creative literacy and numeracy activities. Parents/guardians are strongly encouraged to attend so they will develop learning strategies both for themselves and for their children. Helpful, everyday strategies are provided to assist parents in extending learning at home. Up-to-date records of each child’s progress are kept.

The Council has designed and authored unique literacy materials which are sold across Canada. Their books, computers and space are provided by community donors and service clubs, but in this project, could largely be provided by the libraries. In some cases, space outside the library would be needed, perhaps in such locations as service club halls, church halls, Country Roads, or Guthrie House, etc., and in these cases, computers and internet access might have to be funded.

Volunteers commit to contributing a minimum of 2 hours a month to either help children with homework or learning activities, and/or work in the office, typing, researching or updating records. Students from local high schools and St. Lawrence College could be encouraged to do community placements in these programs.

Kingston Literacy runs a Homework Program in a school setting, and could provide helpful advice as well.

A Coordinator/Trainer would need to be hired, but this person could coordinate all outreach programs and train or arrange for training all the volunteers needed for literacy activities.

2. **Adult Literacy Tutoring:** Sandy Dunn of the T R Leger Alternative School, Brockville, has suggested that training for one-on-one adult literacy tutors might be provided more locally than in Brockville. One-on-one literacy tutors work with individuals to increase literacy, numeracy, and computer skills. There are online sites available that provide modules for adult literacy learning. However, tutors would be necessary to help learners negotiate the materials and to assist them to understand the lessons.

There are also adult literacy programs available as outlined in the Literacy Program Inventory, but often it takes learners years to gain sufficient courage to attempt to find them and then to enrol in them, and they are located only in urban centres around the borders of Rideau Lakes and Leeds and the Thousand Islands.

3. **Tutoring Children:** In 2005, the Kingston Frontenac Public Library initiated a new program called, *Read On* in some of their branches, in which children from Grades 1-8 who are reading below grade level receive one-on-one tutoring for 45 minutes a day during a two-week session over the summer holidays. They were able to fund this through the federal government's Summer Career Placement Program. This might be a way to ease into literacy tutoring gradually, perhaps offering it initially in only one or two branches.
4. **Upgrading Sampler:** It might be useful to work together with the T.R. Leger Alternative Schools in the Upper Canada District School Board to set up a "sampler" in various libraries of the kinds of upgrading and training available and their benefits, along with help in registering for the courses. It would be ideal to have some of the presenters be students from those courses.

Examples are:

**EPP:** Employment Preparation to upgrade clients' employability skills, produce a employment portfolio and to raise self esteem. Special workshops such as True Colors are used to facilitate group processes. All clients receive CPR/First Aid training as well as WHMIS training for the workplace. (This program already operates in Gananoque as well as Brockville.)

**RISSK:** Reinvesting in Soft Skills and Knowledge for EI recipients. This also provides CPR/First Aid and WHMIS training.

### ***Cooperative Education***

**OYAP:** Ontario Youth Apprenticeship Program

Frontier College also operates a variety of literacy programs in locations across Canada. They recruit and train volunteers to work with children, youth and adults in a great array of settings, and can be an excellent partner in helping the libraries set up and run adult literacy programs. The closest group is located at Queen's University.

5. **Adult Computer Literacy Tutoring:** The libraries already have experience providing this. Finding an ongoing sponsor, such as a local service club, to fund this on a regular basis would be helpful. Rural high school students often have difficulty fulfilling the community service requirements for their Ontario Secondary School Diploma, so teachers at local schools might be approached to nominate students to do this as a community service. There are also many retired teachers in the community who might be willing to volunteer their time and expertise.
6. **Trails to Literacy:** Joyce Bigelow of Northern Connections guided the creation of this innovative program in participatory, cooperative education for adults. It is all about hands-on learning that boosts the skills and confidence of the participants, leading many to jobs and greater personal success. Participants decide what type of "trail" to create.

Examples might include a physical trail such as a nature trail, complete with benches and birdhouses; or a healing trail, showcasing traditional herbs and their uses. It may be a "learning trail" or pathway to skills such as a fundraising event or community service. It is by working together to create the "trail" that participants become learners, making strides in skills, knowledge and confidence at every bend in the path.

There is a manual available for this program, and for a reasonable fee, Joyce has indicated a willingness to assist with setting it up. Local Trail and Parks associations may be interested in becoming involved. Anne Russell, staff member of Leeds and the Thousand Islands Library, is a possible resource for connections with these associations. Given the geography of both communities, this program would seem to be a natural, and provides the hands-on approach many men prefer.

7. **Family Literacy:** The Early Years Centres provide a number of Family Literacy programs, and would be willing partners in providing suggestions and help with promoting library activities in this area. Kingston Family Literacy can also provide assistance in terms of programs and materials. They have developed a variety of programs that promote and encourage reading and writing in the home. They provide support and instruction for parents to read and work with their children. Each program has its own methods and/or curriculum. Some programs base activities around issues that will come up for the parents around school, like learning how to read using children's stories or school notices or report cards, and learning to write by writing notes to the teacher, or filling out permission slips.

Programs might include:

*RAPP (Reading and Parents Program):* provides quality children's books, along with theme-based activities and crafts to families with young children. (Both library systems already offer something like this, but their programs could be expanded.)

*The Parent Kit:* a package of information for parents whose children are beginning to learn how to read, or who are worried that their children are having difficulty learning how to read. The package includes sections with tips on reading with your child as they learn, the techniques called paired reading and language experience, and where to turn in the community if a problem arises. (Libraries could have these available to give away or to loan out.)

*School volunteer tutor training* provides an in-depth program in which volunteers learn how to help poor beginning readers become good readers. The program includes discussions about what good readers do, how to make reading easier, word-attack strategies, learning styles, and

other aspects of learning to read successfully.

8. **Computer-based Family Literacy:** In the Appendix is a categorized and annotated list of links to educational websites to be added to the libraries' websites. These can be used in a variety of ways by:

- parents wishing to help their children with homework
- parents looking for ways to help their young children learn to read and understand numbers
- students doing research for projects and homework assignments
- teenagers in French Immersion
- adults or students from Grade 7 to High School who wish to improve their skills
- tutors assisting adults or students to improve their skills in reading, writing, spelling, mathematics, etc.

Families who have difficulty transporting themselves or their children to the library for programs on a regular basis may find these sites particularly useful. Including a message that library staff can help parents find the best sites for their children may draw more people into the library as well.

9. **Intergenerational Activity:** Consider partnering with the schools in sponsoring and promoting an ongoing series of events involving seniors reading to children and youth reading to seniors. As the number of seniors continues to grow, it will become even more important to encourage their involvement with the rest of the community and to capitalize on their considerable skills and experience for the benefit of children and young people.

**Note:** The activities described in this section are intended to be implemented slowly over a period of several years. All of the above ideas require increased staff time, and many will ultimately require hiring someone to coordinate and organize all the activities and volunteers. Some will need funding from outside sources.

A database of potential partners is included in Appendix B. It lists organizations which may be able to help with funding, volunteer training and programming. And, as mentioned at the beginning, it would also be wise to investigate the idea of hosting certain of these events and activities during times when the library is normally closed.

Also in the Appendix is a chart intended to be useful as a reference to work from in planning, containing all the suggested programs with information about the programs, the role of the libraries in each one, related websites, potential partners and resources, space required and possible sources of funding.

## Timeline

This timeline is provided to give a sense of possible unfolding and flow of the Lifelong Learning Project. Goals and timing may shift as the project unfolds. Working from a schedule can encourage momentum while allowing for some flexibility can encourage quick response to unanticipated opportunities. The suggestions below are more detailed in the first two phases, with the expectation that the outcomes of these phases will largely determine the details of the last two phases. These first months are crucial for building momentum and offering some tangible programs.

Essential elements include ensuring the support of the Boards and staffs of both library systems, developing a focused Project Committee with a dynamic Project Lead, and developing detailed plans that include evaluation and reporting schedules. In these early days, it is most important that the library boards, staff and patrons recognize and begin to internalize the expanded paradigm of libraries as community learning centres.

Note that most of the Phases include elements from all three categories of activities:

1. Raising the Library Profile in the Community
2. Resourcing Literacy and Lifelong Learning
3. Partnering for Literacy and Skills Upgrading

### **Getting Started – August through December 2007**

#### *August-October*

1. CEO's meet with project consultants to review final report and documentation
2. CEO's distribute report to Board members and staff for feedback and make plan adjustments accordingly
3. Boards re-affirm commitment to project partnership and authorize start-up funding as needed
4. Board chairs and CEOs arrange a joint Board meeting to present plans, propose project committee and project lead, empower the committee to carry forward the aims of the project, and state specific reporting requirements
5. CEO's begin plans to hire project coordinator
6. Library staff begin collecting project information for display in branches and on websites in preparation for a project launch

#### *November-December*

7. Project committee sets date in January for official launch at two public events (one in each library system) and coordinates plans for publicity and production of information
8. Project committee ensures that a lifelong learning section is added to both systems' web sites
9. Project committee begins planning for four other events (two in each Township) to be held by end of March
10. Project committee facilitates staff in detailed planning for lifelong learning activities for January through August 2008
11. CEO's complete hiring plans and hire a coordinator to begin January 2<sup>nd</sup>

### **Exploring and Establishing – January 2008 – August 2008**

The work of the Project Committee over this period is threefold. With input from staff and Boards, it must begin offering pilot activities while also engaging in concrete planning for specific activities over the entire project period. There should also be emphasis on establishing the project in the public mind.

#### *January-February*

1. *Evaluate the Getting Started phase.* Project lead reports to Boards; Boards and CEO's do a "check in" on project activities to date and project communication at November meetings

2. Project launch events held
3. Project committee plans and implements on-going project evaluation including determination about statistics to be gathered
4. Project committee considers applying for a Trillium grant (proposals due July 1 and November 1) and other possible funding applications, and sends recommendation to Boards
5. Coordinator develops and presents two pilot activities in each library system
6. Coordinator plans, policies and procedures for recruiting and training volunteers
7. Project committee reviews pilot activities, proposes programs for next four months based upon the review.

#### *March-April*

8. Boards make decisions at March meetings regarding the submission of funding proposals (Trillium and others); assigns responsibility for preparing such proposals
9. Those assigned prepare proposals, and applications are made
10. Project committee and Coordinator develop plans to explore formal community partnerships related to lifelong learning programs and begins discussions
11. Coordinator begins to recruit and train volunteers
12. Coordinator ensures that each branch has offered at least one lifelong learning program or activity by the end of April

#### *May-June*

13. Evaluate Exploring and Establishing activities to date
14. CEO's evaluate first six months of Coordinator's performance
15. Build on project experiences to date, when appropriate, in planning summer programming
16. Use the results to determine next steps in:
  - Development of community partnerships
  - Plans for lifelong learning fall programs and activities
  - Further efforts needed to raise public awareness of project

#### *July-August*

15. Present summer programs, when appropriate, under project umbrella
16. CEO's and Committee begin discussions regarding renewal of Coordinator's contract

#### **Formalizing Partnerships – September 2008 to September 2009**

1. Decide on focus areas for next two years (examples include specific age groups, healthy living, adult basic skills upgrading, crafts and hobbies)
2. Make and carry out project hiring decisions
3. Identify program components for these areas
4. Work with community partners to finalize plans and any needed funding
5. Offer expanded programs
6. Apply for any needed project funding including possible increases in core budgets
7. Develop plans for *Moving Toward Sustainability*

## Moving Toward Sustainability – September 2009 to September 2010

1. Evaluate *Formalizing Partnerships*
2. Make and carry out project hiring decisions
3. Prepare a summary report reviewing the project from May 2007 to May 2010
4. Use report information to incorporate lifelong learning services into Libraries' core strategic plans and core budgets
5. Continue to offer programs
6. Renew community partnerships as required
7. Apply for grants as required to support short-term programming or to explore new areas of services

## Ongoing Evaluation

The purpose of ongoing evaluation is “to monitor project activities, demonstrate progress, make decisions about changes, and prepare reports.”<sup>3</sup> Evaluation can also record lessons learned and provide documentation for further funding.

“Project evaluation assesses activities that are designed to perform a specified task in a specific period of time.”<sup>4</sup> Evaluation of the **Lakes and Islands Lifelong Learning Project** will occur on several levels. It is important to recognize benchmark stages in the Project as a whole, moments when it is necessary to compare performance with plan, and ask questions both about whether we are “doing what we said we would do” and whether “what we said we would do” is, in fact, what we should be doing. It is also essential to capture information about the effectiveness of individual events and activities undertaken under the Lifelong Learning Project umbrella, so that decisions can be made about which to continue.

### Questions

Before the Project gets underway, it will be helpful to develop a set of questions to review at each phase in the timeline, oriented towards the process. Some examples:

1. Is the plan being followed?
2. Does the plan need modification?
3. Are the activities reaching the desired populations?
4. Are stakeholders satisfied?
5. What lessons are being learned?

There should also be a set of questions oriented to outcomes, although these may be more appropriate to the final Project evaluation than to the Project phases. Some examples:

1. Did skills, knowledge, attitudes, behaviours of target populations change?
2. What changes were expected?

<sup>3</sup> Fataneh Zarinpoush, *Project Evaluation Guide for Nonprofit Organizations*, published by Imagine Canada (<http://www.imaginecanada.ca/>), 2006, available as a pdf document at [http://www.nonprofitscan.ca/Files/misc/projectguide\\_final.pdf](http://www.nonprofitscan.ca/Files/misc/projectguide_final.pdf). Suggestions in this section rely heavily on this very useful document.

<sup>4</sup> Zarinpoush, IV.

3. Did the Project meet the needs it targeted?
4. What effects did the Project have on library staff? On other stakeholders?
5. What long-term impacts will the Project have?

It will also be important to develop a set of output-oriented questions for each of the activities incorporated into the Project plan. Some examples:

1. How many participants were there?
2. How many were not regular library patrons?
3. Did the activity provide the experiences planned?
4. Did it provide any unexpected experiences?

## ***Tools***

Once the questions have been developed, a matrix can be used to decide what tools to use to answer the questions.<sup>5</sup> Which questions will best be answered by creating a checklist or log to be used by staff at each activity or event? Which might be answered by administrative records? Will anecdotal evidence need to be collected? Will a survey best answer the question, and who would need to be surveyed? Several questions can probably be answered with one tool, and the tools should be prepared at the outset of the Project so that they are available from the beginning.

The answers to the questions form the basis of all ongoing evaluation as well as of the overall Project evaluation at the end.

## **Conclusions and Recommendations**

The development and implementation of the strategic plan described in these pages is summarized below, followed by recommendations for next steps.

### ***Conclusions***

A strategic plan for a lifelong learning project undertaken by the public library systems of the Townships of Leeds and the Thousand Islands and Rideau Lakes is likely to meet with success because of the following factors:

- It is a response to an identified need, within the populations of the Townships of Rideau Lakes and Leeds and the Thousand Islands, for community development in the area of literacy and lifelong learning
- It is understood by the boards and staffs of the public library systems of the two Townships to be a part of their expanded mandate and mission
- The library systems have established a working relationship with each other that makes additional collaboration towards these goals a logical next step.

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<sup>5</sup> Zarinpoush supplies a useful Evaluation Tools Matrix in Appendix 1 and a comprehensive table of tools at p. 14.

- The systems share a similar community spirit that is evident in the Board members, staff, volunteers and patrons. Thus they are well-positioned to encourage and to further lifelong learning in their communities.

Such efforts will not be without challenges. Among these must be included the under-utilization of some branches and possibilities of closures, lack of space suitable for some activities, limited hours of operation, transportation issues, and lack of recognition of utility of libraries in some segments of the population. The lack of space is critical in some cases, but the major challenge will be providing the additional staffing time necessary to carry out this project.

None of these challenges are definitive, however. There are numerous reasons for optimism about the potential for a Lifelong Learning Project. These include not only the positive spirit of board and staff and the solidly established community good will noted above, but a well-trained staff, serviceable buildings and physical resources, nine existing branches, up-to-date electronic communications infrastructure, good branch exchange and delivery, and good local information collections.

Library boards and staff have already demonstrated significant engagement with and enthusiasm for the kinds of activities that a Lifelong Learning Project will entail and are in agreement with and support of the threefold objectives of this four-year strategic plan:

1. To raise the library profile in the community
2. To build the library systems as community resources for literacy and lifelong learning
3. To partner with other organizations to create ongoing literacy and skills upgrading programs in the community

## ***Recommendations***

In order to implement the plan as described in this document, the Boards of the two systems are strongly encouraged to:

1. Determine separately the level of commitment they will be able to make to the project, in consultation with their municipal governments and other agencies from which they will need to seek support over the course of the project.
2. Come together to re-affirm commitment and establish their joint duties and responsibilities
3. Establish terms of reference for a project committee and select a four-member committee of staff and volunteers, recognizing that membership on such a committee will entail significant staff time that will require workload adjustment.
4. Create a position description for a Project Coordinator and fill that position, giving serious consideration to creation of this as a paid part-time contract position, with the potential of becoming a full-time one.
5. Put a reporting structure in place to inform the Boards of progress at regular intervals.
6. Encourage the committee to adopt the timeline suggested in this document or a revised version of it.

# **Business Plan**

## Introduction

What follows is a business plan for the **Lakes and Islands Lifelong Learning Project**, a joint project of the library systems of Leeds and the Thousand Islands Township and Rideau Lakes Township. The purpose of the Project is to encourage and promote literacy and lifelong learning in our communities and thereby enhance quality of life for individuals and families, and affirm for all of us a sense of community.

The project is the result of the recognition by the two library systems that regional demographics demonstrate a need for improved literacy and skills at all age levels within our communities. Our public library systems are an obvious location from which to begin to meet that need because of the nature of the work they are already doing in our communities as well as their long-time standing in the communities.

The boards and staffs of the two library systems have expressed enthusiasm for supporting such work, which directly supports their library system missions and goals. “In Rideau Lakes and Leeds and the 1000 Islands Townships, we lack many of the literacy resources which exist in neighboring municipalities and towns. Our Library Boards are prepared to meet this challenge.”  
<http://www.rideaulakeslibrary.ca/lifelonglearning/index.html>.

The Lakes and Islands Lifelong Learning Project strategic objectives are (1) to undertake specific projects and initiatives to support lifelong learning in the community and (2) to broaden and enliven the public perception of libraries, as community centres as well as sources of accessible information and learning. To that end, these actions will be taken:

1. **Integrate library-sponsored literacy-related events into the library calendar.** New events and programs will be added in accordance with the detailed strategic plan and calendar, so that by 2012 the community will have several one-time events held annually at individual branches as well as ongoing support for such locally available courses and other programming as have proven effective over the course of the project.
2. **Increase public awareness of literacy and lifelong learning opportunities,** as measured by increasing numbers of inquiries at libraries and increasing attendance at events and programs sponsored or co-sponsored by the libraries.
3. **Integrate information on literacy and lifelong learning opportunities into the library structure;** there will be regularly updated information posted in the branches and available online, and librarians will be knowledgeable about these resources.
4. **Increase library patronage by at least 10%** (compared to 2007 patron figures), as gauged by both increase in number of patrons and increase in circulation of materials by December 2012.
5. **Through partnering with schools and other groups, ensure that all students have toured a library branch under the guidance of trained staff.** Anecdotal information indicates that some schools which previously sponsored student trips to the branch libraries no longer do so; baseline data will be collected on precisely where the gaps are, and partnership arrangements made to assure that by 2012, 100% of schools provide all students with at least

one opportunity to tour a local branch by the time they reach grade 5. As well, 90% of all school teachers, administrators and staff will have personal public library cards by 2012.

## Change Analysis

Changes in the existing framework of the two library systems that would be required in order to successfully implement the Lakes and Islands Lifelong Learning Project are:

1. **Personnel**—hiring one part-time coordinator, reallocation of staff and volunteer time, retraining of staff and volunteers (to provide new awareness of and additional knowledge about lifelong learning opportunities)
2. **Infrastructure changes**—rearranging space in some branches to accommodate (a) courses offered during hours when library is not open to public, (b) wall space for bulletin board for each branch, (c) tutoring spaces in some branches; upgrades to public computing capacity in some branches; there is also the possibility of expanding space in some branches within planned municipal infrastructure changes.
3. **Partnering “mentality”**—furthering the cooperative partnership between the two library systems and also developing connections with other agencies to support literacy and lifelong learning goals.

## Cost / Benefit Analysis

### ***Benefits of an emphasis on literacy and lifelong learning:***

#### **For the communities as a whole:**

1. Community-building: an enhanced sense of community empowerment and social cohesion
2. Libraries as community centres and initiators of community activities
3. Enhancement of awareness and capacity of citizenry
4. Bridging diversities among groups within our communities
5. Support for education in general and our local schools in particular
6. Community and family health is both directly and indirectly impacted by literacy levels; capacity to understand public health issues; capacity to earn income sufficient to maintain health standards

#### **For local business and local economy:**

1. Potential “multiplier effect” on local economy is twofold: a. savings on transportation and other costs of going to the regional services can be spent locally; more profoundly, b. increased earning through skills upgrading can be spent locally
2. Better educated, better trained workforce
3. Increased traffic to library branches as destinations

### **For individual residents:**

1. Enhancement for adults, youth and children of cost-effective, convenient opportunities for skills upgrading and personal development
2. Increased availability of business and employment information and training opportunities
3. Increased opportunities for library use by seasonal residents
4. Direct financial savings on transportation

### **For the library systems:**

1. Enhancement of the value of traditional library functions (access to information, leisure reading, education)
2. Enhancement of library awareness and status in local communities

## ***Costs of the Lakes and Islands Lifelong Learning Project***

Over the course of the project, some investment in infrastructure might well be warranted. This would be determined by measuring need for additional space and equipment as the project goes forward. It is anticipated that some infrastructure costs might be supplied at least in part through grants. Incidental costs of running specific events, programs, or courses, could be offset by partner contributions, user fees, and even small-scale fundraising. Costs of partnered programs might be borne at least in part by partners.

There is no question, however, that there will be firm costs for which the library boards will need to find the funding. Largely, these will be staffing resources, both for adding project lead staff and for reallocating staff time for training and participation in the project.

As examples, we show below a typical project of each of the three kinds of projects outlined in the strategic plan, with associated costs noted:

### **1. Raising the Library Profile in the Community: *Preparation for Licensing Courses and Exams (for example, Driving, Boating, Hunting)***

The libraries would gather information about these topics, assist the public in learning about and registering for courses and tests, and organize volunteer tutors (community members who hold these licenses) to assist with introducing the courses and any accompanying manuals.

#### **Materials costs:**

Libraries should have up-to-date copies of the following (they have some of these now but not always in the latest versions):

1. The handbooks. Negligible cost or free.
2. Sample tests, usually multiple choice, can often be obtained for each of these licenses, and updated copies should be available through the libraries. Negligible cost or free.

**Other needed resources:**

1. Staff time to organize and provide training (volunteers will need to assist with the reading, make sure learners understand the content, and administer mini-quizzes on the way through).
2. Space at branches where tutoring could take place (or arranging for other such spaces in existing community facilities).
3. Staff time to promote these learning opportunities.

**2. Resourcing Literacy and Lifelong Learning: *Increased Appeal to Male Patrons***

Libraries consider what reading materials boys and men are likely to enjoy, including subjects such as sports, travel and science-fiction as well as other non-fiction, magazines, manuals, websites and newspapers and promote these in handouts, press releases and websites, as well as in library displays.

**Materials costs:**

Library acquisitions budgets would either have to be increased or be re-directed.

**Other resources:**

1. Staff time to consult with boys and men as to their specific reading and resource interests.
2. Staff time to review acquisitions and consider alternative possibilities, design substitutions or prepare budget requests.
3. Staff time to prepare promotions for these materials.

**3. Partnering for Literacy and Skills Upgrading: *Homework Clubs / Centres***

Opportunities for children and their parents to participate together in facilitated homework clubs.

**Materials costs:**

Possibly more computers with internet connections would be needed than are currently available.

**Other resources:**

1. Space for holding these meetings (might use various community facilities).
2. Staff needed for coordination and facilitating partnerships with such groups as Tri-County Literacy, Kingston Literacy; coordinating grant applications to United Way for computer upgrades, staffing; coordinating of locations and volunteers.

## Cost Estimates

Because both libraries operate on a January to December fiscal year, these estimates and the following Cash Flow will follow that twelve month cycle. The project programming outlined in the Strategic Plan section is framed in the more typical program timing to September to August.

### Assumptions

1. Partnership between LTI Library and Rideau Lakes Library will continue
2. Project plans, budgets and fundraising will be done on an annual basis. Thus the first four years can be thought of as a series of connected pilot projects.
3. Active partnerships with community groups and agencies will reflect the interest expressed to date by these groups
4. Additional staff time will be required to initiate, build and sustain this project
5. Related to 2 above, a coordinator will be hired in January with a 12 month contract to guide the project in both libraries. The renewal of this proposed coordinator position will be determined annually.
6. Staff hours, MERC's and associated costs
7. Annual increases in all costs based on an inflation estimate of 3%
8. Travel reimbursement for project staff
9. Administration costs
10. Program growth will require an increase in staff hours to 30 / week in 2010 and increases (beyond inflation) in Resources and Events costs

*Budget amounts are rounded off to create a financial picture that is easy to discuss.*

### First Year (2007 – March to December)

Lifelong Learning Project planning—Community Consulting costs covered by 2006 Literacy Grant

Copies of planning documents	1500
Resources and Supplies	1000
Admin	800
<b>TOTAL</b>	<b>\$3,300</b>

**Second Year (2008)**

Project Coordinator (20 hrs / week)	23,580
Training (Coordinator and staff)	1000
Travel (9600 km)	4420
Resources and Supplies	3000
Event costs	2000
Marketing and Promotion	500
Admin	4,100
<b>SUB TOTAL</b>	<b>\$34,500</b>
<b>TOTAL</b>	<b>\$38,600</b>

**Third Year (2009)**

Project Coordinator (20 hrs / week)	24,290
Training (Coordinator and staff)	1030
Travel (9600 km)	4550
Resources and Supplies	3160
Event costs	3000
Marketing and Promotion	520
Admin	4,350
<b>SUB TOTAL</b>	<b>\$36,550</b>
<b>TOTAL</b>	<b>\$40,900</b>

**Fourth Year (2010)**

Project Coordinator (30 hrs / week)	37,500
Training (Coordinator and staff)	1050
Travel (9600 km)	4690
Resources and Supplies	3210
Event costs	4000
Marketing and Promotion	550
Admin	6,000
<b>SUB TOTAL</b>	<b>\$51,000</b>
<b>TOTAL</b>	<b>\$57,000</b>

**Total for Four Years = \$139,800**

## **Verification or Evaluation**

Library Boards, staff, patrons and funders will all look for assurances that the Lifelong Learning Project is successful and worth the investment of time and resources. Thus, evaluation must be integral at every step as the project unfolds. In addition to formal evaluation tools (such as participants completing a questionnaire at the end of an event), staff and volunteers will also want to note and record anecdotal feedback as it becomes available.

### **Specific Groups**

1. Participation numbers and feedback
2. Board and staff regular evaluation of partnership between the two systems
3. Regular evaluation of community partnerships
4. Regular evaluation of program activities by Boards, staff and community partners
5. Monitoring of program awareness in other Ontario libraries and any examples of program adaptation for use in other communities (particularly other libraries in Eastern Ontario)

### **Criteria**

1. Citizen satisfaction
2. Convenience to the public
3. Increases in number of patrons and in circulation
4. Evidence of better informed and better trained citizenry

### **Communication**

1. Accuracy, timeliness, and completeness of lifelong learning information offered by libraries
2. Useful mix of communication methods (staff communications, print, signs, web sites)
3. Easy opportunities for public to offer feedback

### **Integration of project into library operations**

1. Recognition of new services or service levels
2. Lifelong Learning moves from project to standard programming status

# Area Maps

### Rideau Lakes and Leeds and the Thousand Islands Library Locations



### United Counties of Leeds and Grenville Public Library Locations



Maps produced by GIS services at the offices of the United Counties of Leeds and Grenville

# Program Summary Chart

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<b><i>Raising the Library Profile in the Community</i></b>			
<p><b>Firefighter Model</b></p> <p>Use specific groups (firefighters, OPP, elected officials, sports figures, artists/authors/poets) to introduce children to both the activities of the group and to public libraries. These events could be held in school, community or library settings.</p>	<p>Could be entirely developed and presented by the library</p>	<p>Reported experiences of the Regina libraries using firefighters:  <a href="http://www.cla.ca/issues/literacy_in_public_libraries.pdf">www.cla.ca/issues/literacy_in_public_libraries.pdf</a></p> <p>Other programs that have used “celebrity” people to help promote reading and libraries.  <a href="http://www.muskoka.com/library/events.html">www.muskoka.com/library/events.html</a></p>	<p>Library staff or volunteers to organize, recruit public people, promote and host</p> <p>Training for participating “celebrities”</p>
<p><b>Bookmaking Workshops</b></p> <p>A popular activity offered by Kingston Literacy. Series of ten workshops is designed for low income parents with young children, to help them create a small collection of books for their children, learn about their child’s development, and learn more about upgrading and training programs in their area. The 2-hour sessions include lessons on book formats such as: a predictable book, a flap book, a learning portfolio, an interactive book, an all-about-me book, and a touch-and-feel book. Participants leave with a hand-made, personalized book and the skills to use it effectively.</p>	<p>Organize, publicize, secure funding</p> <p>Library staff could receive training to present these workshops</p>	<p>Kingston Literacy  <a href="http://www.kingstonliteracy.com/FamLit/familyhome.htm">www.kingstonliteracy.com/FamLit/familyhome.htm</a></p>	<p>Cost of materials</p> <p>Trained facilitator</p> <p>Meeting space</p> <p>Cost of training library staff and/or community volunteers</p>

<b>Description</b>	<b>Library Role(s)</b>	<b>Possible Partners / Funding Sources</b>	<b>Resources / Costs</b>
<p><b>Gardening</b></p> <p>The immediate goal might be to enhance the appearance of the library or any nearby area by designing and planting attractive gardens requiring minimal maintenance.</p>	<p>Find knowledgeable community members willing to share their skills and experience</p> <p>Role of the library limited to organizing, booking, publicizing, signing people up, collecting fees, and providing space as well as book displays and perhaps refreshments.</p>	<p>Local greenhouses, garden centres, florists.</p> <p>Local experts such as those active in Communities in Bloom</p>	<p>Library staff time to: organize, publicize, produce related displays, host the sessions</p> <p>Actual costs of materials/ speakers could be nil with knowledgeable volunteers doing the workshops alongside professionals whose businesses would receive free advertising and who may be willing to supply materials as well.</p>
<p><b>Cooking/Nutrition/Cookbook Creation</b></p> <p>The excellent response to the cookbooks published in honour of the Ploughing Match indicates a considerable interest in the community. In this case, a possible goal could be to create mini-cookbooks focused on specific needs: e.g. cooking for diabetics, people with heart conditions, children, potlucks, lunchboxes, bread-making machines, etc.</p>	<p>Find knowledgeable community members willing to share their skills and experience</p> <p>Role of the library limited to organizing, booking, publicizing, signing people up, collecting fees, and providing space as well as book displays and perhaps refreshments.</p>	<p>Staff at Country Roads Community Health Centre, (1-888-998-9927) or at the Leeds &amp; Grenville Health Unit, (1-800-660-5853), may be interested in providing workshops on this topic.</p>	<p>Staff time</p> <p>Place to meet</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p><b>Scrapbooking</b></p> <p>This has become an enormously popular hobby and can be very creative. Scrapbooks, thoughtfully made, make amazing gifts for very special occasions. Sponsoring a few workshops might even lead to the formation of a club.</p>	<p>Find knowledgeable community members willing to share their skills and experience</p> <p>Role of the library limited to organizing, booking, publicizing, signing people up, collecting fees, and providing space as well as book displays and perhaps refreshments.</p>	<p>Contacting local suppliers may net workshop presenters at no cost, or local residents may be willing to share their skills.</p> <p>Participants would perhaps pay a small fee for supplies used in the workshops.</p> <p>Interest expressed at community meeting by those involved in doing family histories for the Ploughing Match.</p>	<p>Space</p> <p>Actual costs of materials/ speakers could be nil with knowledgeable volunteers doing the workshops alongside professionals whose businesses would receive free advertising and who may be willing to supply materials as well.</p>
<p><b>Red Cross and St. John's Ambulance Courses: First Aid, CPR, Wilderness First Aid, Babysitting, Save That Child</b></p> <p>Save That Child is a brief course for parents, grandparents and babysitters who look after young children and infants.</p> <p>What Every Babysitter Should Know is a course created for the 11 - 14 year old age group designed to teach babysitting, leadership, and First Aid skills in a fun and informative way.</p>	<p>Role of the library limited to organizing, booking, publicizing, signing people up, collecting fees, and providing space as well as book displays and perhaps refreshments.</p>	<p>These can be taught by personnel from St. John's Ambulance or the Red Cross. (613) 342-2974 (Brockville) or see <a href="http://www.sjabrockville.org/index2.php?params=cour&amp;section=3">www.sjabrockville.org/index2.php?params=cour&amp;section=3</a></p> <p>Participants must pre-register and prepay the fee, as well as the cost of the books or manuals.</p>	<p>Staff time</p> <p>Cost of refreshments if they are to be served.</p> <p>Space to meet</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p><b>Entrepreneurship</b></p> <p>The Leeds and Grenville Small Business Enterprise Centre has a wealth of resources as well as various programs to assist people wishing to start their own businesses. They may be willing to provide a workshop to introduce the comprehensive services they offer, which are funded by the Ministry of Small Business and Entrepreneurship.</p> <p>Given the recent loss of jobs in the area, this may encourage some residents to explore an alternative way of earning a living.</p>	<p>Role of the library limited to organizing, booking, publicizing, signing people up, collecting fees, and providing space as well as book displays and perhaps refreshments.</p>	<p><a href="http://www.lgsbec.com/">http://www.lgsbec.com/</a></p>	<p>Staff time</p> <p>Space to meet</p>
<p><b>Other Special Interest Ideas</b></p> <p>Home Safety, Home Energy Efficiency, Photography, Genealogy</p>	<p><i>Similar to what is noted in previous listings.</i></p>	<p><i>Similar to what is noted in previous listings.</i></p>	<p><i>Similar to what is noted in previous listings.</i></p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p><b>Preparation for Driver's Licences, Boating Licences, Hunting Licences, etc.</b></p> <p>People of any age with low literacy skills, but particularly immigrants and teenaged boys, run into trouble when they have to take the tests for these licences. The reading skills involved are fairly high and there is a lot of specific knowledge required for the test.</p> <p>Offering tutoring sessions based on the handbooks for each of these events before the participants attend the course might draw considerable interest. Some young people fail the test the first time and may need tutoring before they can take the test again. These are tests for which the motivation to succeed is very high.</p> <p>The hunting manual is a large book, and contains a good deal of wildlife information in addition to many regulations. The other manuals are much smaller, but in all cases, displays of related books would be a draw. Only the Boating course is available online.</p>	<p>The libraries might assist the public in learning about, registering for, and having access to computers and high speed internet for taking online courses.</p> <p>Find volunteers, (perhaps community members who hold these licences), to assist with online courses, or with manuals for the other courses.</p>	<p><b>License-issuing agencies</b></p> <p><b>Boating</b>  <a href="http://www.boaterexam.com/canada/?gclid=CKqTwebXx4wCFRUHWAodzRLvag">www.boaterexam.com/canada/?gclid=CKqTwebXx4wCFRUHWAodzRLvag</a>  Provides free online study guide, and the exam for a fee.</p> <p><b>Driver's Licences</b>  <a href="http://www.publications.serviceontario.ca/ec/om/MasterServlet/GetCatalogueDetailsHandler.jsessionid=00004QOmKqgYkYNFYLzlwVnVcdJ:-1?cID=EN%23HNDBOOK&amp;direction=1&amp;encodedPath=EN%23HNDBOOK&amp;productsView=0&amp;loggedIN=false&amp;JavaScript=y">www.publications.serviceontario.ca/ec/om/MasterServlet/GetCatalogueDetailsHandler.jsessionid=00004QOmKqgYkYNFYLzlwVnVcdJ:-1?cID=EN%23HNDBOOK&amp;direction=1&amp;encodedPath=EN%23HNDBOOK&amp;productsView=0&amp;loggedIN=false&amp;JavaScript=y</a>  Can purchase all Driver's Handbooks through this site, including cars, motorcycles, trucks, buses, etc.  <a href="http://www.drivetest.ca/en/license/drivertesting.aspx">www.drivetest.ca/en/license/drivertesting.aspx</a>  Lots of information, can book tests or seniors' education classes through this site.</p> <p><b>Hunting Course</b>  <a href="http://www.ohep.net/index.cfm">www.ohep.net/index.cfm</a>  Lots of helpful information with regard to gun and hunter's licensing courses, including a search box for qualified instructors and examiners in various areas of Ontario.</p>	<p>Costs would be limited to the cost of the handbooks. Tutors could be community members who already hold the particular licence. No specific training would be required beyond instruction to assist with the reading, make sure they understand the content, and administer mini-quizzes on the way through. Sample tests, usually multiple choice, can often be obtained for each of these licenses.</p> <p>For online courses, library staff collect fees from participants and use library credit card or PayPal to pay online.</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p><b>Safe Food Handling</b></p> <p>A free small group workshop or series of workshops on safe food handling could be provided on site by any retired teacher or volunteer presenter, using the fact sheets downloadable from the Leeds, Grenville and Lanark District Health Unit website or by certified Public Health Inspectors available through the Health Unit.</p> <p>As most incidents of food-borne illness are preventable and are associated with improper food handling practices, whether at home or at community events, considerable interest could be raised on this issue.</p>	<p>Create attractive displays of posters, books and magazines related to event</p> <p>Find knowledgeable community members willing to share their skills and experience</p> <p>Role of the library for these possibilities include booking, publicizing, signing people up, collecting fees, and providing space and perhaps refreshments.</p>	<p>Leeds, Grenville and Lanark District Health Unit website:  <a href="http://www.healthunit.org/foodsafety/factsheets/factsheets.htm">www.healthunit.org/foodsafety/factsheets/factsheets.htm</a></p>	<p>Copies of Fact Sheets downloaded from website</p> <p>Space to meet</p> <p>Library staff time</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p><b>Smart Serve Ontario</b></p> <p>A non-profit organization dedicated to developing and delivering a responsible service training program to all individuals who serve alcohol beverages at home or work where alcoholic beverages are served in the Province of Ontario. The training is available on-line. They also provide useful information about the responsibilities of hosting a wedding, party or organizing a special event along with some great tips for holding a memorable and safe event.</p> <p>Many restaurants, hotels, bars, etc. require their employees to hold a Smart Serve certificate. Even when not required, it is an asset in a job search to have it on one's resume. There is a fee for the training, but it can be paid by the participant. Otherwise, all that is needed is a computer, and a volunteer tutor.</p>	<p>The libraries might assist the public in learning about, registering for, and having access to computers and high speed internet for taking online courses.</p> <p>Find volunteers, (perhaps community members who have taken the course), to assist with online courses, or with manuals for the other courses.</p>	<p><a href="http://smartserve.org/online_training.asp">smartserve.org/online_training.asp</a></p> <p>See note regarding Joyce Bigelow of Northern Connections in Sharbot Lake under the WHMIS listing.</p>	<p>Space to meet</p> <p>Library staff time</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p><b>Food Handler Training</b></p> <p>A more formal course than the Safe Food Handling, <i>In Good Hands</i> is an online program that explores food safety through 15 modules (chapters) of course content. Content for the course is Ministry-approved, developed in partnership with Public Health Inspectors at the Thunder Bay District Health Unit. It is based on Canadian content as well as Ministry of Health guidelines for the province of Ontario. The course is also available in French.</p> <p>Participants learn how to handle food safely and how to prevent food borne illness. They build their workplace food handling skills as they train for food safety certification that meets provincial requirements.</p>	<p>The libraries might assist the public in learning about, registering for, and having access to computers and high speed internet for taking online courses.</p>	<p><a href="http://www.ingoodhands.ca">www.ingoodhands.ca</a></p> <p><a href="http://www.healthunit.org/foodsafety/foodhandler/foodhandler.htm">/www.healthunit.org/foodsafety/foodhandler/foodhandler.htm</a></p>	<p>Course can be completed online for a fee of \$25.00.</p> <p>For certification, it's necessary to arrange for a 1 ½ hour review session and the exam with Leeds, Grenville and Lanark District Health Unit for an additional fee of \$5.00</p> <p>Staff time</p> <p>Access to computers</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p><b>WHMIS</b></p> <p>The Workplace Hazardous Materials Information System (WHMIS) is Canada's national hazard communication standard. Any workplace employing more than 15 people requires WHMIS training. A basic certificate is an asset to job-seekers' resumes.</p> <p>Generally, the basic WHMIS Occupational Health and Safety course takes about 2 hours to complete, and a certificate is provided. Additional specific courses for certain occupations are also available.</p>	<p>The libraries might assist the public in learning about, registering for, and having access to computers and high speed internet for taking online courses.</p> <p>Find volunteers, (perhaps community members who have WHMIS certification), to assist with online courses, or with manuals for the other courses.</p>	<p>Joyce Bigelow of Northern Connections in Sharbot Lake holds training rights for WHMIS, as well as for Smart Serve, Super Host and Food Handling, so arrangements could be made to do these workshops without access to computers.</p> <p>Also, check with Doug Noyes of Literacy Link Eastern Ontario (LLEO) for excellent resources supporting these and other employment-related skills on CDs.  <a href="http://www.lleo.ca/LLEO_pages/resources.html">www.lleo.ca/LLEO_pages/resources.html</a></p> <p>Gov of Canada: This site provides all necessary information, including a link to downloadable posters: <a href="http://www.hc-sc.gc.ca/ewh-semt/occup-travail/whmis-simdut/index_e.html/">www.hc-sc.gc.ca/ewh-semt/occup-travail/whmis-simdut/index_e.html/</a></p>	<p><a href="http://www.virtualwhmis.com">www.virtualwhmis.com</a> Provides the basic online course for \$29.95, which can be taken at student's own pace, logging on and off as required.</p> <p><a href="http://secure2.360training.com/vu3/index.cfm?event=asvHome&amp;asvID=23990&amp;cid=1187">secure2.360training.com/vu3/index.cfm?event=asvHome&amp;asvID=23990&amp;cid=1187</a> Offers the basic online course for \$20.00</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p><b>'Speare: The Literacy Arcade Game</b></p> <p>A new computer game that aims to teach students literacy skills by exposing them to a high-tech version of Shakespeare. Requires students to build a spaceship, which they then use to collect stolen knowledge-Shakespeare's plays. They collect spheres containing bits of knowledge and link them in an attempt to restore peace to the galaxy. They are also fed information about Shakespeare and tested on it during the game. Their scores are tallied based on their performance in the literacy component.</p> <p>Kids love it, and when tested, their literacy scores improved impressively after only one hour of play. It's aimed at students aged 10-15, although the game's appeal is said to be much broader than this, and is complemented by online resources and lesson plans that can be used by anyone working with the student.</p>	<p>Acquire the game when available</p> <p>Set it up for use on library computers</p> <p>Oversee its use in libraries</p> <p>Include tutors where possible (preferably dads or high school students who need to fulfill their community service requirements.)</p>	<p>Schools</p> <p>The game was created by a professor associated with the Canadian Adaptations of Shakespeare Project (CASP), which aims to be the largest collection of teaching and learning resources related to Shakespeare on the Internet</p> <p>A free demo, as well as the learning modules, can be found on the Shakespeare Learning Commons, a new resource on the CASP website: <a href="http://www.canadianshakespeares.ca/learningcommons.cfm">www.canadianshakespeares.ca/learningcommons.cfm</a></p> <p>Click on the title 'SPEARE to access the free demo. It is still undergoing further field tests, but the final version will be available through the website in September. Developer might want to pilot its use in a library setting.</p>	<p>Materials: The learning resources are free, so there would only be the initial cost of the game</p> <p>Computers</p> <p>Staff: To train volunteers in the use of the game and learning resources. Parents could also be trained to assist, (dads in particular) or high school students needing to fulfill their community service requirements.</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<b>Resourcing Literacy and Lifelong Learning</b>			
<p><b>Up-to-date and accessible information about formal and informal learning opportunities in the two townships</b></p> <ol style="list-style-type: none"> <li>1. Compose a monthly Lifelong Learning Newsletter for websites, e-mail subscribers and potential partners in the community</li> <li>2. Consider displaying, archiving and lending to patrons the family histories being prepared for the Plowing Match</li> <li>3. Sponsor and showcase local histories generally</li> <li>4. Develop and promote the idea of "Adopt-a-Book", whereby patrons can subsidize the cost of certain books by paying for the insertion of a bookplate specifying "In Memoriam", "In Honour of", etc.</li> <li>5. Work with schools to re-establish classroom visits to the library, during which staff could ensure that the children see all the library can offer them, and instruct them in how to choose and reject books</li> </ol>	<p>All of the following 11 suggestions would originate from the library staff. Some will involve community partners.</p> <p>In addition to the particular activities, this section also refers to a shift in staff awareness and knowledge as they begin to include Literacy and Lifelong Learning information as part of their day-to-day services.</p>	<p>Municipal web sites</p> <p>Local print media</p> <p>Other learning-focused groups and institutions</p> <p>Patrons subsidize both books and labels</p> <p><a href="http://www.ucdsb.on.ca/Schools/School+Directory/School+Search.htm">www.ucdsb.on.ca/Schools/School+Directory/School+Search.htm</a></p> <p><a href="http://www.cdsbeo.on.ca/School_Info/school_info.htm">www.cdsbeo.on.ca/School_Info/school_info.htm</a></p>	<p>Standard signage/bulletin boards in each branch</p> <p>Staff time to gather information (make sure libraries are on mail and e-mail lists as appropriate) and share it with branches, contact media when appropriate and keep website updated.</p> <p>Automatic e-mails with new information to library patrons who choose to subscribe.</p> <p>Staff time</p> <p>Book Acquisition budget</p> <p>Staff time</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
6. Encourage librarians to attend local courses, workshops and events to make presentations to parents about library resources and programs, as well as the benefits to children of early and frequent exposure to books			Staff time and research
7. Expand and promote the graphic novels collection, as these appeal not only to children, but to many adults, and can be used in one-to-one tutoring			Staff time Book Acquisition budget
8. House the Young Adult books separately from the children's books to make it easier for teens to find books they want to read, as they do not want to be classed as children			Staff time Possibly new shelving
9. Consider what reading materials boys and men are likely to enjoy, including subjects such as sports, travel and science-fiction as well as other non-fiction, magazines, manuals, websites and newspapers and promote these in handouts, press releases and websites, as well as in library displays.			Staff time Book Acquisition budget
10. Explore the possibility of establishing a Pedometer Loan Program, such as the one offered by some Kingston Frontenac branches, or the one offered by Simcoe County		Kingston's were funded by the YMCA; perhaps Brockville YMCA could help, <a href="http://www.brockvilley.com/philanthropy.htm">http://www.brockvilley.com/philanthropy.htm</a> or the Health Unit: <a href="http://www.healthunit.org/contact_us.htm">http://www.healthunit.org/contact_us.htm</a> or Country Roads:	Staff time

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p>Library</p> <p>11. Promote the role of libraries as facilitators: "If you have the project, we have the resources." Hosting community meetings in or near the library space means more people get acquainted with the library's offerings, and librarians get ideas for books and other resources related to the groups' activities</p>		<p><a href="http://www.crchc.on.ca/Community-main.htm">www.crchc.on.ca/Community-main.htm</a></p> <p><a href="http://www.simcoehealth.org/GFL/Pedometer_Loan.asp">www.simcoehealth.org/GFL/Pedometer_Loan.asp</a></p>	
<p><b>Book Crossing</b></p> <p>A fun program whereby people leave books "lying around" and can then watch them travel around the world via the website created for this project. The program could be introduced in a workshop, with participants encouraged to form a club which might meet in the library periodically. Books culled from library shelves for discarding could be used. Increases participants' awareness of geography and the world around them, as well as involving them with books in an entertaining way.</p>	<p>Create attractive displays of posters, books and magazines related to event</p> <p>Organize, publicize and find available space</p> <p>Find knowledgeable community members willing to share their skills and experience</p> <p>Role of the library for these possibilities restricted to booking, publicizing, signing people up, collecting fees, and providing space as well as book displays and perhaps refreshments.</p>	<p><a href="http://www.bookcrossing.com">www.bookcrossing.com</a></p>	<p>Computers</p> <p>Discarded or donated books</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<b><i>Partnering for Literacy and Skills Upgrading</i></b>			
<p><b>Homework Clubs/Centres</b></p> <p>Youth programs in Portland and Newboro have added fitness activities</p>	<p>Publicize, seek volunteers</p> <p>Provide or assist in locating space for training and for clubs to meet</p> <p>Take the lead in getting additional computers and other resources</p>	<p>Funding: Trillium, United Way, Service Clubs</p> <p>Tri-County Literacy Council (Stormont, Dundas, Glengarry)  <a href="http://www.tricountyliteracycouncil.ca">www.tricountyliteracycouncil.ca</a>  613-932-7161.  Runs successful Homework Centres after school for grades 1-8 with separate centres for teens. Parents/guardians are strongly encouraged to attend so they will develop learning strategies both for themselves and for their children. Has resources that can be purchased</p> <p>Kingston Literacy  Anne Jackson  <a href="mailto:ajackson@kingstonliteracy.com">ajackson@kingstonliteracy.com</a>  613- 389-0218  Family Literacy program runs a Homework Club and may be able to provide helpful advice:</p> <p>For additional computers:</p> <p>School Board  Computers for Schools Program, Ontario  <a href="http://cfs-ope.ic.gc.ca/Default.asp?lang=en&amp;id=110">cfs-ope.ic.gc.ca/Default.asp?lang=en&amp;id=110</a></p>	<p>Space: either in or outside libraries (service club halls, church halls, community centres)</p> <p>Computers</p> <p>Volunteers</p> <p>Coordinator/Trainer</p>

Description	Library Role(s)	Possible Partners / Funding Sources	Resources / Costs
<p><b>Trained Volunteer Adult Literacy Tutoring</b></p> <p>One-on-one literacy tutors work with individuals to increase literacy, numeracy, and computer skills.</p>	<p>Publicize, assess public interest.</p> <p>Seek volunteers</p> <p>Provide space for training and for one-on-one tutoring once there are trained tutors</p>	<p>Sandy Dunn from T.R. Leger has suggested that training for one-on-one adult literacy tutors might be provided more locally than in Brockville.</p> <p>Upper Canada District School Board T.R. Leger Alternative School - Brockville 2288 Parkedale Avenue Brockville, Ontario K6V 5X3 Tel: (613) 342-1127 Fax: (613) 342-1216 <a href="mailto:dunns@ucdsb.on.ca">dunns@ucdsb.on.ca</a></p> <p>Frontier College <a href="mailto:kingston@frontiercollege.ca">kingston@frontiercollege.ca</a> Kingston Branch works mainly in the prisons</p>	<p>Space</p> <p>Computers</p> <p>Coordination</p>
<p><b>Tutoring Children (Summer Program)</b></p> <p>In 2005, the Kingston Frontenac Public Library initiated a new program called, <i>Read On</i> in some of their branches, in which children from Grades 1-8 who are reading below grade level receive one-on-one tutoring for 45 minutes a day during a two-week session over the summer holidays.</p>	<p>Organize, apply for grant, hire tutors, locate resources</p>	<p>The federal government's Summer Career Placement Program <a href="http://www1.servicecanada.gc.ca/en/epb/yi/yep/programs/scpp.shtml">www1.servicecanada.gc.ca/en/epb/yi/yep/programs/scpp.shtml</a></p> <p>Kingston Frontenac Public Library <a href="http://www2.kfpl.ca:8080/kfplsite/sharedContent/pdfs/literacy_tutor.pdf">www2.kfpl.ca:8080/kfplsite/sharedContent/pdfs/literacy_tutor.pdf</a></p>	<p>Trained tutors</p> <p>High-interest books, games, activities suitable for all levels <a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html">www.edu.gov.on.ca/eng/curriculum/elementary/grades.html</a></p>

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<p><b>Upgrading Sampler</b></p> <p>Bring someone from TR Leger or other training group to share one-time demonstrations of various programs they offer</p> <p>Employment Preparation (EP) to upgrade clients' employability skills, produce an employment portfolio and raise self esteem. Includes special workshops such as True Colors used to facilitate group processes. Participants receive CPR/First Aid training as well as WHMIS training for the workplace. (Already operates in Gananoque and Brockville)</p> <p>Reinvesting in Soft Skills and Knowledge (RISSK). Two levels, 1 three weeks, 2 four weeks. For EI recipients. Also provides CPR/First Aid and WHMIS training</p> <p>Cooperative Education</p> <p>Ontario Youth Apprentice Program (OYAP)</p>	<p>Sponsor and organize these demonstration events.</p> <p>If enough interest, perhaps some programs could even be brought out to townships; libraries could help make the arrangements for space, etc.</p>	<p>TR Leger (Sandy Dunn et al) and especially the Gananoque office  <a href="mailto:sandy.dunn@ucdsb.on.ca">sandy.dunn@ucdsb.on.ca</a>  <a href="http://www2.ucdsb.on.ca/trleger/literacy.cfm">www2.ucdsb.on.ca/trleger/literacy.cfm</a></p> <p>Funding and coordination assistance:  1000 Islands Region Workforce Development Board  <a href="http://www.workforcedev.ca/">www.workforcedev.ca/</a></p> <p>Service Clubs</p>	<p>Library staff or volunteers to organize, promote, host</p>

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<p><b>Adult Computer Literacy Tutoring</b></p> <p>Libraries already have experience providing this. There are many excellent sets of tutorials online; several are included in the Resources section.</p>	<p>Organize, book times, provide volunteers or subsidized trainers, depending on funding</p>	<p>Finding an ongoing sponsor, such as a local service club, to fund this on a regular basis would be helpful, however, the CAP program has been reinstated for 2007-8</p> <p>Rural high school students often have difficulty fulfilling the community service requirements for their Ontario Secondary School Diploma. Teachers at local schools might nominate students to do this as a community service. There are also many retired teachers in the community who might volunteer their time and expertise.</p>	<p><a href="http://www.halifaxpubliclibraries.ca/cap.html">www.halifaxpubliclibraries.ca/cap.html</a></p> <p><a href="http://www.ipl.org/div/subject/browse/soc80.47.00.30/">www.ipl.org/div/subject/browse/soc80.47.00.30/</a></p>

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<p><b>Trails to Literacy</b></p> <p>An innovative program in participatory, cooperative education for adults. It's all about hands-on learning that boosts the skills and confidence of the participants, leading many to jobs and greater personal success. Participants decide what type of "trail" to create.</p> <p>Examples might include a physical trail such as a nature trail, complete with benches and birdhouses; or a healing trail, showcasing traditional herbs and their uses. It may be a "learning trail" or pathway to skills such as a fundraising event or community service. By working together to create the "trail", participants become learners, making strides in skills, knowledge and confidence at every bend in the path.</p>	<p>Organize an introductory session with the various partners.</p> <p>Publicize, champion, include reports, photos, etc., on websites and in newsletters, as well as in other media.</p> <p>Provide displays, maps and supporting materials for program and arrange for space to meet and do the work</p>	<p><a href="http://www.trailstoliteracy.com">www.trailstoliteracy.com</a></p> <p>Frontenac Arch Biosphere Reserve <a href="http://www.fabr.ca/">www.fabr.ca/</a></p> <p>Outdoor Education Network <a href="mailto:andrew_sauve@hotmail.com">andrew_sauve@hotmail.com</a></p> <p>Trailblazers Program at Smiths Falls HS <a href="http://www.ucdsb.on.ca/News/Current+News/Highlights/Trailblazers.htm">www.ucdsb.on.ca/News/Current+News/Highlights/Trailblazers.htm</a></p> <p><a href="http://www.rideautrail.org/">www.rideautrail.org/</a></p> <p><a href="http://www.catararegion.on.ca/community/partners.htm">www.catararegion.on.ca/community/partners.htm</a></p> <p><a href="http://www.canadatrails.ca/hiking/hk_clon.html">www.canadatrails.ca/hiking/hk_clon.html</a></p> <p>Charleston Lake Park <a href="http://www.ontarioparks.com/English/char.html">www.ontarioparks.com/English/char.html</a></p>	<p>Trails to Literacy Around the Province—Report Manual and Toolkit, 121 pages, produced by Northern Connections in Sharbot Lake, available in PDF or can be purchased</p> <p>Project Developer/Coordinator/Evaluator</p> <p>Space to meet and do the work—perhaps during closed hours, or in nearby space.</p> <p>Computers</p>

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<p><b>Family Literacy</b></p> <p>Family Literacy programs promote and encourage reading and writing in the home. They provide support and instruction for parents to read and work with their children. Each program has its own methods and/or curriculum. Many programs base activities around issues that will come up for the parents around school, like learning how to read using children's stories or school notices or report cards, and learning to write by writing notes to the teacher, or filling out permission slips. <i>(From the KL Family Literacy page).</i></p> <p>Programs possibilities include:</p> <p>RAPP (Reading and Parents Program): provides quality children's books, theme- based activities and crafts to families with young children (both library systems already offer something like this; could be expanded)</p> <p>The Parent Kit: a package of information for parents whose children are beginning to learn how to read, or who are worried that their children are having difficulty learning how to read. The package includes sections with tips on reading with your child as they learn, the techniques called paired reading and language experience, and where to turn in the community if a problem arises. (Libraries could have these available to give away or</p>	<p>Publicize, invite participation of parents, provide packages</p> <p>Purchase reproducible RAPP packs, invite speakers from KL, other places</p> <p>Provide children's programming in the library while parent literacy/ skills upgrading is taking place</p> <p>Libraries might arrange local training for school volunteer tutors</p>	<p>Country Roads: Terri Howard, Community Health Worker/ Child Development Worker; Marci (?);</p> <p>"Early Years" Parent Advisory Committee – Parents of children 0-6 work with local teachers, children's agencies and public health to identify and address issues.</p> <p>L&amp;G Early Years: Shannon Brown, Early Literacy Specialist, Brockville Telephone: 613-341-9164 Email: <a href="mailto:childrenservices@uclg.on.ca">childrenservices@uclg.on.ca</a></p> <p>KL Family Literacy: Susan Barry at Kingston Family Literacy Centre, at 546-2580</p> <p>Libraries might partner with schools to sponsor trainers for school volunteer tutor program <a href="http://www.kingstonliteracy.com/FamLit/whatis.htm">www.kingstonliteracy.com/FamLit/whatis.htm</a> (Has a training program for school volunteers)</p> <p>At this time, no program in Ontario receives ongoing operating funding specifically for Family Literacy. Project funding is available through the National Literacy Secretariat and from various foundations, but it is not stable or continuous. See Potential Partners Database for possible funders.</p> <p>The AFLO website is an excellent reference for family literacy practitioners, parents, caregivers, and</p>	<p>Space, maybe outside the library— service club halls, church halls</p> <p>Volunteers</p> <p>Neat UK resource for getting fathers to read with their children: <a href="http://www.literacytrust.org.uk/familyreading/Blokes.pdf">www.literacytrust.org.uk/familyreading/Blokes.pdf</a></p> <p>Materials and books to create packs</p> <p>Volunteers to assemble packs</p> <p>Library staff time to promote and distribute</p>

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<p>to loan out.)</p> <p>School volunteer tutor training provides an in-depth program in which volunteers learn how to help poor beginning readers become good readers. The program includes discussions about what good readers do, how to make reading easier, word-attack strategies, learning styles, etc.</p>		<p>others interested in family literacy issues. This website offers information about programs, research, training, and important resources.</p> <p><a href="http://www.aflo.on.literacy.ca/">www.aflo.on.literacy.ca/</a></p>	