



# District Literacy Plan

2013-14



# Executive Summary

School district 54 (Bulkley Valley) continues to be an active partner in the development of community based literacy initiatives. Currently, School District 54 sits on both the Houston and Smithers literacy task groups and is a member of the Bulkley Valley Literacy Coalition, which is a forum for all of the community organizations and groups to collaborate. The coalition has increased communication, coordination and initiatives for literacy across the region.

The goals for the Bulkley Valley literacy coalition are to:

- Increase community awareness and support for literacy programming
- Increase membership of Literacy Coalition to broaden collaboration in the communities
- Improve access to relevant workforce development
- Support opportunities for families to embrace lifelong learning

Our District Literacy Plan is made up of two distinct literacy plans submitted by the Houston and Smithers task groups. The plans contain summaries of literacy projects, goals, contexts and progress for Smithers and Houston. The district collaborates with both communities in their literacy initiatives and there are many school based programs and initiatives provide literacy development which we provide for the K-12 student population.

The district achievement contract, the Aboriginal Enhancement Agreement, and school growth plans have literacy as a key underpinning to our long term goals of increased student completion rates and in particular our completion rates for our Aboriginal students.

2013

Houston Community  
Literacy Plan

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“locating ourselves within the work”

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The Houston Literacy Plan 2013 is a dynamic document that was developed in consultation with the Houston Literacy Task Force over two planning sessions (May 6 and May 28, 2013).

## Introduction

Houston is located in northwestern B.C. along the highway 16 corridor between Burns Lake and Smithers. The population of Houston is approximately 3100 people within district limits and 1000 people in the surrounding regional district. The community of Houston sits on traditional Wet'suwet'en territory with the closest Wet'suwet'en First Nation reserve being 45 kilometres to the east. Houston is an industry dependent community with 2 large mills (Canfor and Houston Forest Products), a few smaller value-added mills (Houston Pellet, D & H Manufacturing) and a large mine (Huckleberry) located 86 km to the southwest. Spinoff industries and associated services keep the area's unemployment rate low. The community of Houston is known for its hardworking mentality and recreational abundance.

Literacy development continues to be strong within the district of Houston. This is the 4<sup>th</sup> evolution of the community literacy plan. The theme of the 2013/2014 plan is "locating ourselves within the work" which focuses on building effective relationships between task force members while promoting community based literacy initiatives.

## Task Group

The Houston literacy task force (HLTF) consists of:

- ✧ Houston Link to Learning (HLL)
- ✧ Northwest Community College (NWCC)
- ✧ Houston Public Library (HPL)
- ✧ Houston Early Childhood Development Committee (ECDC)
- ✧ Dze L K'ant Friendship Centre Society – Houston Centre (HFC)
- ✧ Northern Society for Domestic Peace (NSDP)
- ✧ School District #54 (SD54)
- ✧ Youth Empowerment Program (YEP)

Purpose of the Houston Literacy Task Force (HLTF):

The Task Force works cooperatively to determine short term activities that support the long term over-arching goals of the Houston Community Literacy Plan (HCLP). The task force considers the surveyed needs and capacity of our current community to provide the overall direction and support for all selected projects from their inception to conclusion. This includes clarifying approach, planning processes, budget allocations and providing guidance and support to the Houston Literacy Outreach Coordinator (LOC).

The HLTF meets monthly and works on a consensus based decision making model.

## Community Context

Historically, Houston has enjoyed higher than BC average household incomes and lower than BC average housing costs. As the population of Houston declined, many apartment and condo complexes sat empty. Over the past two years, these facilities have been reopened to accommodate an influx of people (est. 300 to 400) relocating to Houston because of direct governmental policies around housing costs. Many are on social assistance and have multiple barriers to employment. To further compound the situation, Houston does not have a public transportation system (local and regional) nor a taxi service; there is limited childcare available; and the majority of government services are located in neighbouring communities. Without local family connections, this transplanted population often speaks of isolation.

Local service providers are working hard to fill the gaps but many organizations are stretched. A good example of this is the Dze L K'ant Friendship Centre Society – Houston Centre (HFC) that interfaces with hundreds of clients a week. Approximately 80% are indigenous and an estimated 98% of those unemployed have barriers to retaining employment. Complex trauma in lives often marked by reoccurring crises, make it difficult to work, especially without adequate mental health and addiction services. It has been noted that this marginalized population tends to cycle in and out of community, frequently leaving Houston for their home communities, only returning when necessary.

At the same time, other services in the community have been cut back. Northwest Community College (NWCC) Houston campus is now operating on half days for the front desk staff and Community Futures of Nadina (CFN) has also scaled back services. Access to WorkBC is limited to 1 day/week. Essential skills training, although a government priority, does not meet the community's literacy needs. This disconnect, between the need for government services and the ability of local people to access them, is systemic and requires changes at the government level.

As the demand for services increases, local economies in the region are growing with the LNG project in Kitimat and the recent Northwest Transmission Line project that connects from Terrace to Bob Quinn. The community of Houston has also experienced an increase in employment with the Huckleberry mine expansion plans and increased demand at local mills. The raise in industry has created spin off employment opportunities. People that can work are working. Many are in camp rotations or shift work.

This school year marked the opening of the Senior Alternative School and the Houston Community Learning Centre at Northwest Community College (NWCC) Houston campus. The implementation of the Ministry of Education's Grad Transitions program and the continuation of the Youth Empowerment Program (YEP) have both positively impacted local youth. HFC has a community action for children initiative aimed at high risk youth and has developed the All Nations soccer league to support and promote the role of sport and unity between cultures.

At the community level recreational opportunities have also increased through local clubs. For example, the Morice Mountain Nordic Ski Club has plans to expand their facilities and trail systems. The Houston Hikers Society built the Morice Mountain Alpine Ski Cabin. The Houston Mountain bike club have plans to develop their trail system and are working on promoting it within the regional mountain bike scene.

Finally, this past year has seen the expansion and diversification of programs at the Houston Public Library (HPL), HFC and Houston Link to Learning (HLL). At the grass-roots level, this year saw the creation of the Indigenous Women's safety committee and the local church-run soup kitchen to deal with the pressing issues of justice and hunger.

## Community Development and Literacy Collaboration

Several collaborations around projects and events have happened in the community of Houston over the past year, some of the most important include:

- ✦ the development of the Indigenous Women's Safety Council and training to look at issues surrounding justice and violence toward indigenous women in our community
  - partnership between Ending Violence Association (EVA) and Northern Society for Domestic Peace (NSDP)
  - RCMP, Houston Health Centre, Houston Community Services, Chiefs and Houston Secondary School (HSS)

- ⤴ the opening of the Senior Alternative School
  - School District #54, Houston Learning Centre, NWCC, YEP program
- ⤴ the start-up of the Stepping Stones project (A Community Action Initiative for people living with or at risk of mental illness and addictions.)
  - HFC, NSDP, NWCC and HLL

Some of the essential ongoing collaborations include:

- ⤴ Houston ECD Committee events/projects
  - Teddy Bear Picnic
  - Stories with Santa
- ⤴ Food Skills Program
- ⤴ Literacy Brunch
- ⤴ Family Night
- ⤴ Strengthening Families

At the HLTF planning session held in May 2013, members discussed what makes collaborations work. They noted that collaborations work well when they are centred around events and projects, for example the ECD Committee or the Stepping Stones project. They felt that a sense of common purpose was important and that to help things run smoothly, background coordination is essential. The group agreed that an emphasis needs to be placed on intentional relationship building which takes time to do. It was also noted that in small communities people tend to step up.

Through these discussions, the task force members began to ask questions of the group. Can we go beyond ticky box collaborations? Do we look at these collaborations with a community development or charity lens? The task force members also discussed the reality that collaboration often breaks down when it comes to hard subject areas such as racism or social justice issues.



## Goals and Actions for the Current Year

Goal	Partners / Stakeholders	Actions / Events	Outcome
Transportation Plan to support public transportation	District of Houston Dze L K'ant Friendship Centre Society – Houston Centre (HFC) Literacy Outreach (LOC)	Updating of ENP application Promote public transportation to Town Council Promote public transportation within the community	LOC worked with HFC on a proposal for public transportation. Cooperation between levels of government and BC transit needed.
Organize Literacy Awareness Campaign: Raise-A-Reader First Book Distribution	Houston Today Local businesses NWCC Houston Schools Houston Public Library Work BC Houston Link to Learning Literacy Outreach (LOC)	Interview a variety of community members for "I read because..." campaign First Book Distribution Develop an awareness campaign	Ongoing
Social Justice Training workshops	Northern Society for Domestic Peace Adult Literacy Practitioner Regional Literacy Coordinator Literacy Outreach (LOC)	Completion of workshop curriculum Delivery of timetable and plan Delivery of Workshops	Indigenous Women's Safety Training  Stepping Stones Project training
Health Advocacy program Northern Health	Literacy Outreach (LOC)	Identify process required to support individuals with low level literacy and health issues and needs. Support or work with Northern Health in delivery of programming	Already being done in the community.
Houston Link to Learning ongoing support for ENP application	Houston Link to Learning Literacy Outreach (LOC)	Ongoing support to HLL in the development of an ENP for organization	Application was submitted to ENP.
Development of Financial Literacy Programming	Adult Literacy Practitioner Literacy Outreach (LOC)	Registration and training for delivery of Money Matters Set up training dates for 2012/2013	Bulkley Valley Credit Union is doing this in the community.

## Indications of Success

At the HTFL planning session members reviewed the indicators of success. It was generally agreed that it can be difficult to determine what was successful and what was not by numbers alone. The group also talked about how it is even more difficult to track outcomes in a booming economy. Often it comes back to the capacity of the organization to actual track and evaluate their programs. Some programs have become models for other communities (ex. community kitchen, community garden and All Nations Soccer League) and are therefore considered successful. Other initiatives are easier to attach success to especially if they can be measured by numbers, such as the Senior Alternative School, whose success can be looked at by the number of students that pass the provincial exams.

HTLF members agreed that professional development is key to supporting literacy work. Another suggestion is a smart evaluation process that provides the tools, such as reflection, that are integral in measuring success.

## Challenges

At the HTFL planning session, members discussed the challenges in supporting literacy work. The discussion centred around “stretched” and “silo-ed” organizations that have limited time to work on partnerships. Sometimes protectionism can result. Members also discussed the need for professional development. How small rural communities do not have access to many training opportunities locally. A common solution for this is webinars or online training. Individuals in the group talked about their dissatisfaction with this mode of training mainly due to a feeling of isolation from lack of human contact. They also spoke on the limited opportunities to apply their acquired knowledge/practices at the local level.

Another challenge is the governments focus on essential skills as a “quick fix”, instead of the more long-term work of literacy development. Literacy has fallen off the government radar and is not the “in thing”. This is reflected in the lack of substantial long-term funding for literacy work and the insecurity of short-term funding models. A good example of this is the Decoda announcement in February 2013 of Literacy Outreach Coordinator (LOC) funding cuts. The group discussed the role of Decoda as both funder and advocate. Is this a conflict? They also felt that the corporate model adopted by Decoda makes more sense for larger centres but does not make sense if you are using a grass-roots model that relies heavily on part-time workers doing multiple jobs. This difference in philosophy and values developed by on the ground

practitioners is more closely aligned with the community development lens advocated by the former LitBC.

The task force agrees that literacy work is easier when people can locate themselves within it. For example, how does this event work within my organization's mandate? How do I fit in? What impact will this have on me and my work? Another example is the Stepping Stones project model that focuses on honest discussions and the intention of inclusivity while using evaluation tools. From this came a series of questions. How do we have intention and work together? How do we share space?

## For the Coming Year

At the HLTF planning sessions members discussed the new opportunities, challenges or issues the group will face for the coming year and how they plan to respond.

### Opportunities:

- ✦ a general awareness of the upcoming challenges
- ✦ more people moving into community – not just low income
  - increased diversification of population
  - possibility of a female police office
- ✦ set government for next 4 years – already know their priorities
- ✦ innovative programming that can be used as a model
  - ex. Stepping Stones – guided by a leadership council
  - ex. HFC – CAI youth programming
  - NWCC learning centre
- ✦ discussions on racism

### Challenges:

- ✦ gaps in services within the community
  - stats don't reflect reality

- people are not getting their needs met
- logging camp mentality
- ⤴ lack of advocacy for literacy work – at the provincial level
  - funding uncertainty
  - systematic problems
- ⤴ unwillingness/difficulties with making change – at the organizational level
  - lack of compassion and understanding
  - lack of informed leadership
  - misconceptions
  - further polarization and protectionism
  - racism

Responses:

- ⤴ increased political activism
- ⤴ increased collaboration with different groups ex. church groups
  - needs to be concrete
  - continuous approach
  - seeing themselves within issues
    - many feel powerless
  - ex. All Nations Soccer League and the Christian Reform Church
  - ex. the soup kitchen and the Stepping Stones project
- ⤴ develop best practices
  - mechanisms of unification
- ⤴ engage community champions

- empowering people
- ✧ work on partnerships / model for community
  - need to be open and proactive
  - willing to take risks – meaningful partnerships
  - inclusion – how to mix diverse groups of people

## Goals and Actions for the Coming Year

Theme	Goals	Objectives	Actions
Helping people locate themselves within the work	People work together	What do partnerships look like? <ul style="list-style-type: none"> <li>⤴ move beyond name only partnerships</li> </ul>	Build on current models/ opportunities <ul style="list-style-type: none"> <li>⤴ Stepping Stones model (inclusion / diversity)</li> <li>⤴ leadership council</li> <li>⤴ ECD Committee model (purpose, buy-in)</li> </ul>
		Develop trust	Creating new venues for partnerships <ul style="list-style-type: none"> <li>⤴ group pots</li> </ul>
			Group discussion on RFPs before they are submitted <ul style="list-style-type: none"> <li>⤴ who does this fit?</li> </ul>
		Develop intention	Involve more staff from our organizations to participate
			Celebrate successes and be more visible about what we do
			Greater sense of accountability
	People have a broader understanding of literacy and want to participate	Education on literacy work	Centralized delivery of training
			Encourage non-service providers to participate
			Help people see how they are connected
			Find champions within the community
Greater partnership opportunities			

At the HLTF planning session members discussed what will be required to meet the goals and effectively employ the above listed actions for the coming year. The central discussion was around professional development and holding the group's goals as intentions outside of the task force. Once again the

conversation turned to locating ourselves within the work. Members discussed the appreciative inquiry approach and the need for a community of practice outside of the individual agencies. Individual accountability, finding a balance and helping people be comfortable with listening to opposing views were all identified as ways to help people collaborate more and further support literacy work within the community of Houston.



# Smithers - A Learning Community

## The Literacy Outreach Plan

### Making Moccasins



Submitted by the Smithers Literacy Outreach Task Group  
For Decoda Literacy Solutions  
School District No. 54  
June 2013



## 1. Task Group

Members of our task group represent the following programs and organizations:

- Smithers Community Services Association (SCSA)
  - Community Learning Services/Literacy Outreach Coordinator
  - Executive Director
- Smithers Public Library
  - Library Director
- School District No. 54
  - Assistant Superintendent
  - Early Learning Coordinator
- Northwest Community College (NWCC)
  - Campus Principal
  - Career & College Prep Coordinator
- Work BC
  - Employment Counselor

Organization of task group work:

- Members meet 4-5 times per year
- Members meet in smaller groups outside of the larger meetings to collaborate on specific projects or to address identified gaps.

## 2. Community Context

**What has happened in the community in the last year that impacts people in our community?**

- Increase in employment opportunities in regional communities.
- Some short-term employment training but not enough (2 months or less), e.g. Field Medic, Intro to Mining, Driller's Helper, etc.
- Literacy Outreach Coordinator resigned in late November
- Uncertainty in funding for LOC position /LOC funding cut for several weeks then reinstated
- Provincial Election makes for uncertainty in funding.
- Public Library Director resigned in November. No one has been hired for the position yet.
- Successful transition of Bulkley Valley Learning Centre to NWCC (Smithers Campus)
- Successful implementation of a more flexible timetable at the high schools that allows students to be more available to other agencies for community involvement, employment experience and collaborative educational opportunities within NWCC.
- Increased awareness in neighbouring communities regarding literacy
- Push from the Government for literacy that focuses strictly on "job skills"

### What was impact of ability of organizations to support literacy development?

- Instability of Literacy Outreach Coordination funding makes it difficult to attract potential candidates for this position and the funding amount is insufficient for the amount of work required.
- An LOC helps build capacity and keeps everyone connected. The LOC also ensures that identified goals are met by coordinating the work to be done and taking on a large amount of the work.
- Not enough training opportunities for people to fill the positions opening up in regional communities.
- Push to collaborate with big business seems counter-intuitive to literacy work as a whole. Though collaboration with business can be good for literacy programming it should not be the “solution” to literacy funding. Literacy needs to remain a focus of for public funding dollars in order to provide for all literacy clients.
- A mandate of “job skills based” literacy works well for some literacy clients but not for all.
- Cutbacks in literacy, uncertainty of literacy funding, and cutbacks to other literacy stakeholders in our community make literacy work more difficult.

### 3. Community Development and Literacy Collaborations

The table below outlines the important and essential ongoing collaborations that have taken place to support literacy and the work of the Task Group.

Project/Collaboration	Partners	Events/Actions Taken
Literacy Awareness Week	SCSA Smithers Public Library NWCC School District 54 Interior News newspaper Local businesses Variety of community organizations (Family Play Day) Make Children First	<ul style="list-style-type: none"> <li>• Praise-A-Reader fundraising campaign</li> <li>• “I read because...” awareness campaign</li> <li>• Family Play Day</li> <li>• PJ Storytime</li> <li>• Community Kitchen Open House</li> <li>• Family Literacy Day activities</li> </ul>
Bulkley Valley Learning Centre operation from NWCC	NWCC School District 54 Bulkley Valley Literacy Coalition Youth Empowerment Program (YEP) Smithers Community Services Association(SCSA)	<ul style="list-style-type: none"> <li>• Students were able to work with YEP outreach workers with hands on learning projects such as building Bat Boxes</li> <li>• Dual credit system and timetable changes in place</li> <li>• Students are better supported</li> <li>• Removes the stigma of the “alternate school”</li> <li>• Students are more involved in community activities and gain employment experience</li> </ul>
Ground to Griddle Neighbourhood Kitchen	SCSA NWCC Princess Street Neighbourhood Garden/Groundbreakers collective St. James Anglican Church	<ul style="list-style-type: none"> <li>• Facilitate experiential and cultural learning</li> <li>• Focus on bringing community members together for inter-generational and inter-cultural learning</li> </ul>

	BV Learning Centre Youth Empowerment Program	
Step Up Summer Tutoring  NWCC Math & Science Camp	SCSA NWCC School District 54 Local businesses and professionals	<ul style="list-style-type: none"> <li>• Collaboration on supporting students who need extra help to decrease summer learning loss</li> <li>• Focus on accessibility through recruitment and bursary program</li> </ul>
Pipe Fitter's Union – Level one training offered at Moricetown Adult Education Centre	NWCC School District 54 Office of the Wet'suwet'en Moricetown Band Pipe Fitter's Union	<ul style="list-style-type: none"> <li>• Pipefitter's union provided level one training to a number of adults attending the Education Centre and upon successful completion of the program could provide entry level employment.</li> </ul>

### What makes Collaborations work well?

- Commitment to the task group and a shared understanding of different aspects of learning
- A shared philosophy among stakeholders about learner's quality of life.
- Goals that are meaningful for stakeholders
- Informal relationships between stakeholders allow for a chance to share information and ideas early in the process
- Sharing resources
- A coordinator who keeps everyone focused and connected to each other and goals
- Collaborations work well when the focus is the learner outcomes not strictly financial savings.

## 4. Goals and Actions for the Current Year

Our 2012/2013 year were:

Goal	Partners/Stakeholders	Actions	Adjustments/Notes
Celebrate Literacy Awareness Week	Interior News Literacy Outreach (LOC) NWCC SCSA –Community Learning SD No. 54 Smithers Public Library Town of Smithers	<ul style="list-style-type: none"> <li>• Each Task Group organization took on an event/activity</li> <li>• Family Play Day</li> <li>• Community Kitchen Open House</li> <li>• Family Literacy Day activities</li> </ul>	<ul style="list-style-type: none"> <li>• LOC resigned in November affecting organization of events</li> <li>• LOC funding was cut and re-established a few weeks later</li> <li>• LOC funding seems unstable</li> </ul>
Organize a Praise-A-Reader Fundraising & Awareness campaign	Interior News LOC (Acting) NWCC SCSA – Community Learning and Administration SD No 54 A number of local businesses	<ul style="list-style-type: none"> <li>• "I read because..." awareness campaign in newspaper</li> <li>• Businesses and individuals sold local newspaper for donations</li> </ul>	<ul style="list-style-type: none"> <li>• Community members enjoyed being involved</li> <li>• Lots of discussions around literacy</li> <li>• 1<sup>st</sup> year of campaign was very successful</li> </ul>

Youth Media Literacy Project	SD No. 54 SCSA NWCC Youth Empowerment Program Bulkley Valley Museum Smithers Public library CICK 93.9 FM	<ul style="list-style-type: none"> <li>• At –risk youth identified by SD #54 and YEP participated in an 9 month youth media literacy project</li> <li>• Youth created Digital Stories</li> <li>• Youth participated in classes related to interviewing, critical thinking, research, audio editing etc.</li> <li>• Youth received credit towards high school graduation for time spent on the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty getting a commitment from some youth</li> <li>• Would like to open up the project to more youth from the SD #54 in coming year.</li> <li>• Would like to provide a Digital Storytelling program at the Smithers Public Library in the coming year.</li> </ul>
Ground 2 Griddle Neighbourhood Kitchen – Cultural learning activities	SCSA LOC (acting) NWCC Local Anthropologist Local Elders (Wet’suwet’en, Nisga’a)	<ul style="list-style-type: none"> <li>• Moccasin Making and Beading</li> <li>• Oolichan Run trip to the Nass River</li> <li>• Anthropological field trip to sites along Moricetown Canyon</li> </ul>	<ul style="list-style-type: none"> <li>• The aboriginal learning workshops happened through the Ground 2 Griddle kitchen since our focus for portions of our literacy programming at the kitchen is cultural understanding and building cultural esteem.</li> <li>• These workshops/field trips were highly successful and feedback and photos for some can be found at the blog <a href="http://www.ground2griddle.blogspot.com">www.ground2griddle.blogspot.com</a></li> </ul>

## 5. Indications of Success

**How do you know that actions taken are working to support literacy?**

**What impacts have the literacy initiatives had?**

- Community awareness about literacy has increased ie. Village of Telkwa provided some funding money towards early literacy program called “Mother Moose”.
- Willingness of other organizations and businesses to collaborate has increased, e.g. Interior News and Smithers Secondary School spearheaded the “Praise-a-Reader” campaign, Sausage Factory provided BBQ and food for International Literacy Day BBQ.
- Willingness of newspaper editor and School District to jump in and share the work for Literacy Week events after LOC resignation
- Participation/ attendance by literacy learners at general community events have increased, e.g. Community Kitchen participants visit the weekly farmer’s market, People report that they are using healthier recipes and healthier food at home
- Interest from Smithers Secondary School to be able to send more youth for participation in the Youth Media Literacy project.
- Aboriginal graduation rates have increased over time
- Overall increase in participation in library events

- Community groups host their meetings at NWCC or Smithers Public Library – through literacy events the general public has become aware of usefulness of facilities
- Other organizations and businesses open their doors to our events
- Two members of Ground 2 Griddle Neighbourhood kitchen have found employment eg. One learner is now employed with the School of Exploration and Mining and another with a local mining exploration camp as a camp cook's assistant.
- Two youth completed their digital stories and all course work required to receive 4 high school credits for Applied Skills 11.

### **What are the things that support literacy work?**

- We have become good at creating buy-in
- Concrete activities/projects make collaborations easier by asking for what you need
- Willingness of Task Group organizations to meet and collaborate
- Find an experiential project and tie literacy into it (e.g. Ground to Griddle Kitchen, Developing Digital stories)
- Somebody has an idea and we can support and partner – e.g. Youth Media Literacy Project
- Increase in literacy awareness shifts thinking of the idea of literacy (i.e. literacy is a spectrum) among community members and they realize that literacy is tied to many aspects of life (health, employment, etc)
- Developing an understanding of pre-literacy is complex, takes a long time and is expensive (e.g. adult basic literacy programs)
- An understanding among community members of how literacy affects everyone in our community from individuals to families, employers, agencies and businesses

## **6. Challenges**

- It takes time to measure the impact and attribute it to the work we do
- Less likely to see change over one or three years versus ten to twenty years (e.g. Aboriginal graduation rates)
- Impact may not be seen on participants, but on their children
- Programs are expensive to run (e.g. community kitchen)
- Administrative processes are more onerous, even researching funding, and detract from service delivery

## **7. For the Coming Year**

**Are there new opportunities, challenges or issues in your community/region? How will you respond to these?**

- Increased opportunity to partner with SD #54 and NWCC on experiential projects and cultural workshops/fieldtrips.
- Ongoing partnering between Community Learning and Youth Empowerment Program and SD #54 to facilitate Youth Media Literacy project.

## Learning about the Oolichan Run



## The Oolichan Catch at Johnny's Camp



**What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?**

Goal	Partners/Stakeholders	Actions/Events
Celebrate Literacy Week	Literacy Outreach (LOC) NWCC SCSA –Community Learning SD No. 54 Smithers Public Library Town of Smithers	<ul style="list-style-type: none"> <li>• Activities in Schools</li> <li>• Family Play Day</li> <li>• Events at Smithers Library</li> <li>• Community Kitchen Open House</li> <li>• Family Literacy Day activities</li> <li>• Come up with new events/activities</li> </ul>
Awareness Campaign: <ul style="list-style-type: none"> <li>• Praise-A-Reader fundraiser</li> <li>• “I read because...” community awareness</li> </ul>	Interior News Literacy Outreach (Acting LOC) Local businesses NWCC SCSA –Community Learning SD No. 54 Smithers Public Library Work BC	<ul style="list-style-type: none"> <li>• Local businesses and task group members to sell newspapers for donations</li> <li>• Interview a variety of community members for “I read because...” campaign</li> </ul>
Aboriginal Learning Workshops	Acting-LOC Moricetown Band NWCC SCSA SD No 54 Smithers Public Library Ground 2 Griddle Neighbourhood Kitchen	<ul style="list-style-type: none"> <li>• Collaborate to hold a series of cultural field trips and lectures/workshops</li> </ul>

<p>Improve Aboriginal graduation rates</p>	<p>SD No 54 NWCC Moricetown Adult Learning Centre SCSA – Community Learning Services</p>	<ul style="list-style-type: none"> <li>• Support learners by offering more choices and electives</li> <li>• Expand access to Youth Media Literacy Project</li> <li>• Personalized learning</li> <li>• Transition SD 54 programs into college programs</li> <li>• First Nations learners can access Moricetown upgrading program</li> <li>• Add more Aboriginal content to curriculum</li> </ul>
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**What will be required to meet the goals and effectively employ actions for the coming year?**

- Keep goals concrete and attainable
- Each organization needs to commit to a goal and action
- Overlap Literacy Week with other events and celebrations in our community, such as Smithers’ *Spirit of the Mountains Festival* to ensure buy-in
- Dedicate enough time to organize and coordinate activities/events
- Recruit volunteers to support the activities/events planned for the year
- Support and awareness from the local community
- Sufficient funding