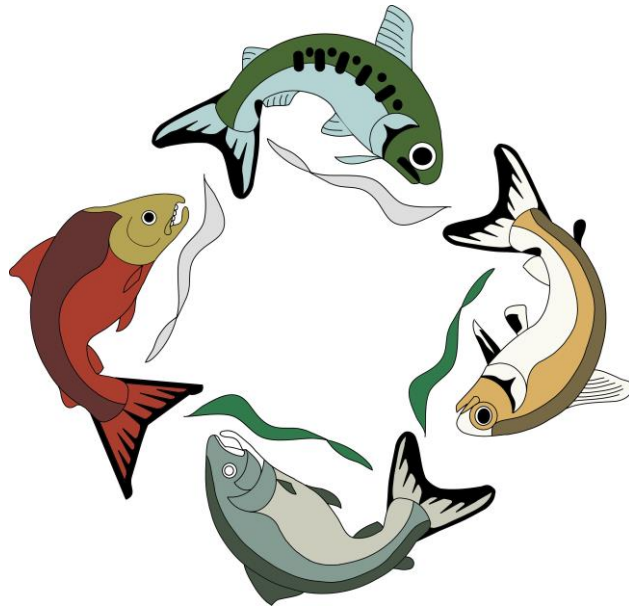




# Mount Waddington Literacy Now and Vancouver Island North School District No. 85 Literacy Plan

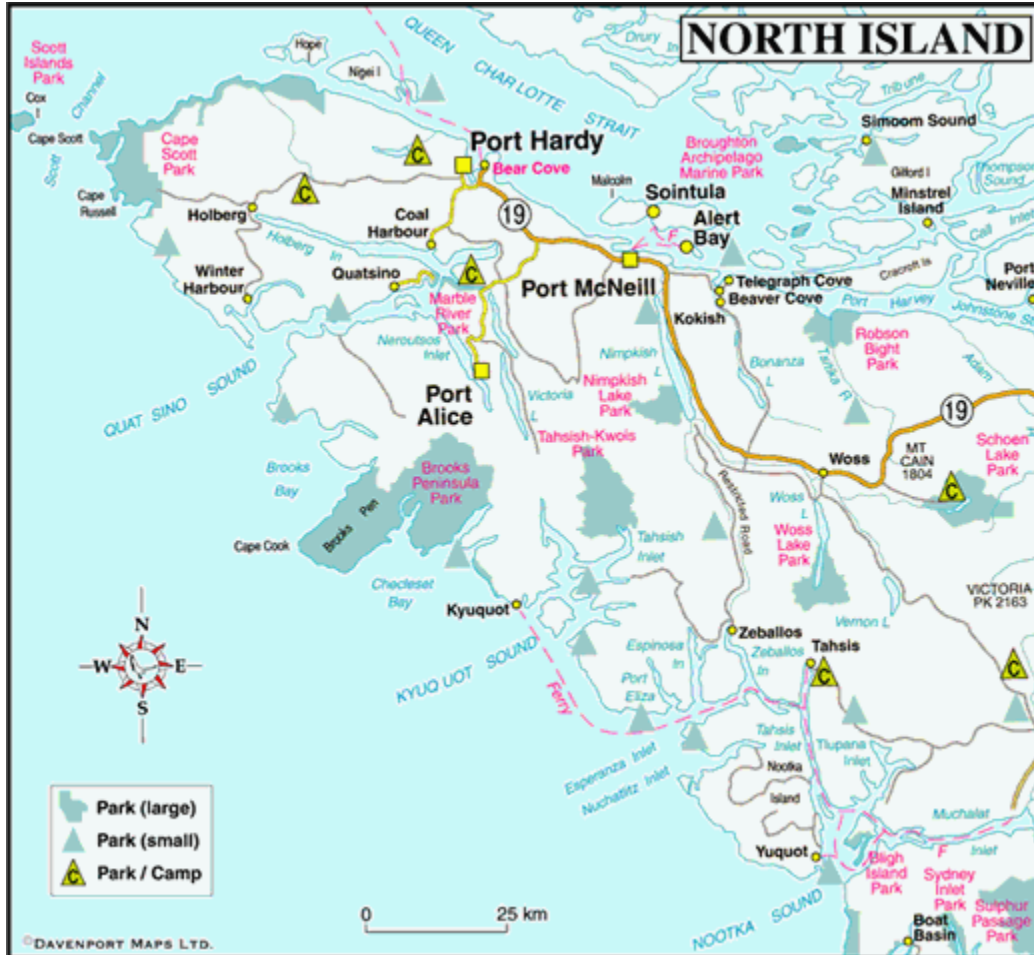
Prepared by  
Mount Waddington Literacy Now Committee  
June 2013



**Aboriginal Learning Symbol Explanation:**

**The District Literacy Plan addresses the four pillars, Early Learning, School Learning, Adult Learning and Aboriginal Learning. Aboriginal learning is woven throughout the document using this symbol.**





Literacy is the ability to use and understand written and spoken information to allow individuals to achieve their personal and working goals.

### Our Vision

We support our communities by providing literacy opportunities for all.

## **A COMMUNITY / DISTRICT LITERACY PLAN FOR MOUNT WADDINGTON REGION AND VANCOUVER ISLAND NORTH SCHOOL DISTRICT NO. 85**

The Community/District Literacy Plan is a statement of commitment by our school district to work with community partners to improve literacy in the North Island for people of all ages. The development process enables our district to gain a stronger understanding of literacy needs and strengths in our communities.

In February 2009, Mount Waddington Literacy Now completed the first Literacy Plan for the South Zone of our region and received funding for implementation. This plan represented the communities of Alert Bay, Kingcome, Port Alice, Port McNeill, Sointula, and Woss.

In February 2010, a second Literacy Plan was developed for the North Zone of our region and received funding for implementation. This plan represented the communities of Port Hardy, Fort Rupert, Gwa'Sala 'Nakwaxdaxw, Holberg, Echo Bay, and Quatsino.

A North Island Steering Committee has been established to represent both the North and South Zones and oversee the implementation of both Community Literacy plans. The members are Kathy Martin – Chairperson Literacy Now, Caitlin Harnett – North Island College, Katherine McIntosh – Assistant Superintendent School District No. 85, Nikki Shaw - North Zone Literacy Outreach Coordinator and Linda Walton – South Zone Literacy Outreach Coordinator.

Throughout the duration of the past 12 months the two Literacy Outreach Coordinators have worked with all communities in the North Island to reach their literacy goals. Some communities have made adjustments to initial plans and strategies for improving community literacy, while others have maintained original goals. This Literacy Plan documents the progress each community has made towards achieving their unique literacy goals. We thank the community volunteers for sharing their reports with us.

### **HOW THE NEEDS WERE DETERMINED**

The literacy needs are somewhat different in the various communities that make up the Mount Waddington Region. The communities are often small so there are not the supports, materials or encouragement for someone seeking better literacy skills. Many people started work at a young age without completing their education. Post-secondary education is sometimes not attainable because of distance from family, finances, and priority. Some parents have unpleasant memories of the school institution. Some community members have special learning needs that have not been met. First Nation communities in the region want to see their culture valued and their learning styles reflected in literacy programs within their respective communities.

The North Island is comprised of the resource based industries of logging, fishing, and mining. In the past, many of our young people were able to attain well paying positions without achieving a satisfactory literacy level. Over the past few years this concept has changed with the industries requiring employees with increased levels of literacy. Now, many of these same

workers are finding that they have difficulty maintaining their jobs, as well as functioning in our society, without a proficient level of literacy. They are prevented from becoming financially secure because they do not have the literacy skills to advance to a better paying situation. They are also unable to help their children in their literacy journey. Some members of our community may have the confidence to take courses if they were offered and some may benefit from one to one tutoring. Our communities have the capacity to provide this help with the organization and funds supplied by Literacy Now.

All the needs, goals, and objectives were selected by consensus of committee members. They are based on information gathered from community input and expanded through the development and analysis of the inventory. Many additional discussions were held in more remote communities with people actively involved in the areas of early childhood education, public education, social services, and community education.

## **SUMMARY OF THE COMMUNITY PROFILE**

The Regional District of Mount Waddington encompasses the northern third of Vancouver Island and a large area of adjacent mainland. Although the region is small in numbers (approximately 12,000 people) it is one of the most important timber producing areas in Canada, and is one of the largest producing areas for farmed salmon, as well as home to one of the few specialty cellulose mills in North America.

The four municipalities, Alert Bay, Port Alice, Port Hardy and Port McNeill, and the small unincorporated settlements in the Regional District offer a variety of lifestyles. Our population includes a large and increasing percentage of people of Aboriginal ancestry. Educational services, up to college level, and a complete spectrum of health services make the Region a desirable place to live and work, for individuals and families. (Regional District of Mount Waddington website at [www.rdmw.bc.ca](http://www.rdmw.bc.ca)).

## **SUMMARY OF THE COMMUNITY LITERACY INVENTORY**

The Community Literacy Inventory indicated that the efforts of the regional communities placed strong importance on early childhood learning with increased emphasis on family literacy. Although there is assistance available with employment related services, it is evident that more emphasis is needed to assist youth in gaining the necessary skills in work-related areas. There are very few literacy programs for adults and seniors.

There is a gap in services for the adult and senior population, both in remedial efforts and in maintaining or refining their literacy skills. With the closure of the Continuing Education Centres in Port McNeill and Port Hardy, there is a gap in accessing much needed education and training programs geared to those with low literacy skills leading to personal and professional development.

## **LINKS AMONG COMMUNITY LITERACY SERVICES**

Literacy services are linked throughout the Mt Waddington Regional District. While some links have been formalized, many are informal as often is the case in small communities.

Mt Waddington Literacy Now was founded in partnership with the Family Literacy Committee, Vancouver Island Health Authority, Vancouver Island Regional Library, North Island College, and School District No.85.

The Mt Waddington Family Literacy Committee, reviews existing supports for child development and learning, community needs and opportunities to develop new literacy programs.

The group created a Literacy Bus to become a part of overall family literacy programs for the North Island. It is used at all Ready Set Learn events for three year olds, at Public Health Fairs for preschoolers, as well as making regular preschool visits with Mother Goose.

The North Island has developed strong preschool literacy programs through Community Services, Infant Development Programs, Supported Child Care, Success By Six, PacifiCare, Mount Waddington Preschool Literacy, Ready Set Learn, Head Start Programs, Family Centres, StrongStart Centres, and numerous day-cares. Each of these founding partnerships has provided many other informal links for Mt Waddington Literacy Now.

School District No.85 is known to have a supportive role in all literacy initiatives within the region, providing guidance, meeting space and in-kind amenities to Mt Waddington Literacy Now Committee. Along with offering kindergarten to grade twelve programs throughout the region, School District No.85 has a solid working relationship with the Mount Waddington Family Literacy Committee and the Mt Waddington Literacy Now Committee. Mt Waddington Literacy Now has established connections with the Literacy Support Teacher from School District No. 85 which allows for the sharing of information and assisting each other in our literacy endeavours.

Vancouver Island Health Authority (VIHA) runs Family Place in Port Hardy. VIHA partners in literacy initiatives with the Family Literacy Committee to facilitate the 3 year old Health Screening Clinic. Children are checked for speech, hearing, and overall development at these clinics. VIHA offers the Healthy Kids program which includes First Nation communities and all the schools in the region. Other agencies who participate in this event include North Island Infant Development, Crisis Centre, Mother Goose, Success By Six, School District No.85, and the Literacy Bus. Family Place focuses on literacy by offering Mother Goose for families and children, as well as offering Triple P parenting as part of their programming. VIHA offers the Early Intervention Program which checks speech, occupational therapy, physiotherapy, and psychology.

North Island College offers a wide variety of community courses and has existing links with School District No.85, Mt Waddington Family Literacy Committee, First Nation communities,

and Mt Waddington Literacy Now Committee. North Island College provides assistance in providing space and programming.

Vancouver Island Regional Library agreed to be the steward for Mt Waddington Literacy Now. Other agencies that support the work of Mt Waddington Literacy Now include School District No. 85, Rotary Clubs, the Lions Club, First Nation Bands, day care facilitators/operators, local businesses, R.C.M.P., town councils, and retired teachers and principals.

## **INVENTORY ANALYSIS**

While the Literacy Now Committee was able to gather valuable data from all four municipalities, we have very little data from the small unincorporated communities of Echo Bay and Gilford Island. Reaching these remote communities continues to be a challenge.

It would seem that a great deal of effort is expended on literacy programs and services for early childhood and elementary school students, but very little literacy services and programs directed at young adults, adults, and seniors.

The Mt Waddington Regional District no longer has a Continuing Education Centre available for those wanting assistance and support with their basic education skills. Transportation, distance, and affordability continue to be a barrier for people living outside the municipality of Port Hardy who want to take courses at North Island College. There is a gap in adult literacy access. Many South Zone communities stressed the need for more literacy resources, services, and programs.

There appears to be another gap for the young adult and adult population. For those with low literacy skills, there are no programs or services available to assist them to gain necessary skills needed in the workplace. In the past, many of our young people were able to attain well-paying jobs in resource based industries of logging, fishing, and mining. Today, industries require employees with greater levels of skills and training. Many people in the region are finding that they have difficulty maintaining their jobs as well as functioning in our society with a lack of literacy.

Although we have employment services such as Opportunity Zone (OZONE) and Community Futures available in our region, most young adults and adults do not utilize the services and programs because of travel, distance from home, and lack of confidence. If this group is to maintain and/or improve their literacy skills, they must resort to computer technology or other services provided by OZONE and other employment related agencies, which means they must be self-motivated and computer literate. Computer literacy was a need identified in many communities among the adult population.

We see another gap in the senior population. If our seniors are to feel included, valued, and purposeful, we need to provide intergenerational programs to bridge the gap between our seniors and youth.

**SUMMARY:** The data does indicate a definite gap in services available to the young adults, adults, and senior populations.



**MOUNT WADDINGTON REGION AND  
VANCOUVER ISLAND NORTH SCHOOL DISTRICT NO. 85**

**LITERACY PLAN**

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**SCHOOL DISTRICT NO. 85 (VANCOUVER ISLAND NORTH)  
DISTRICT ACHIEVEMENT CONTRACT 2012-2013**

**Literacy Goals**



**1. 5 by 5 Readers**

**Target** – All students meeting or exceeding expectations in reading by the end of grade 5.

The district reading strategy concentrates effort toward a solid foundation in reading for all learners. The strategy is focussed on all readers being at or above grade level by the end of grade 5. The district has established Grade Level Reading and has individually identified the performance level of each reader from K-4 (See Assessment and Evaluation for detailed tracking of student performance).

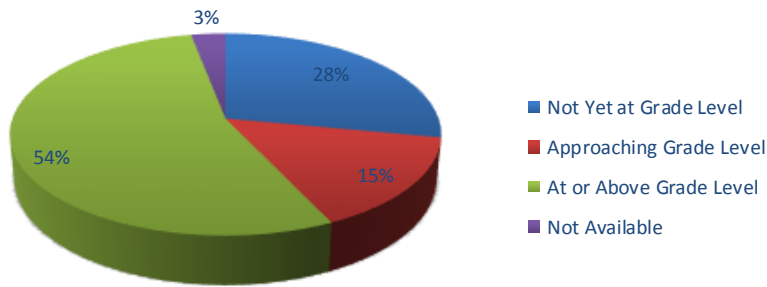
In support of the goal, we tracked our students' performance on FSA and their subsequent achievement in the Graduation Program. What emerges is a compelling argument for targeted and effective interventions in reading at early grade levels such that students are at least meeting expectations. Students who are successful early on measures of performance are highly likely to complete high school on schedule. Those students that are not meeting expectations in reading early in their schooling are significantly less likely to graduate and for Aboriginal students the tracking reveals that only 36% of students that do not meet expectations on their FSA assessment in reading at grade 4 go on to graduate

**ASSESSMENT AND EVALUATION**

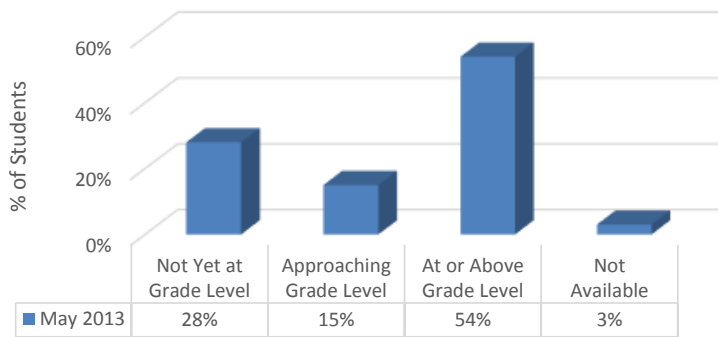
**1-3 Grade Level Reading**

Our district team has developed a profile of all learners in the district that are this year's grade 1 to 4 students. Each student's reading level has been assessed and will be considered in creating classes and customizing lessons that can address the needs on an individual and group level. The graphs below represent the profile of students across the district in grades 1 to 4. There are promising results in the first year of the district reading strategy. We have seen student achievement in reading increase across the grade 2, 3 & 4 cohorts when compared to last year's data. Our Reading Support Teacher will be working with classroom teachers to engage the learning community at all levels to ensure quality reading instruction and interventions are in place for all students.

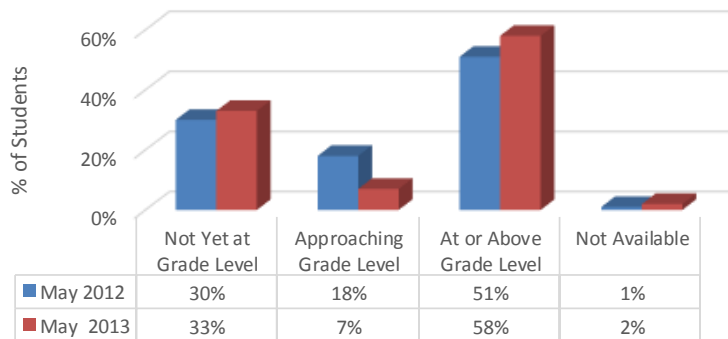
### 2024 Cohort Reading Levels (2012-2013 Grade 1)

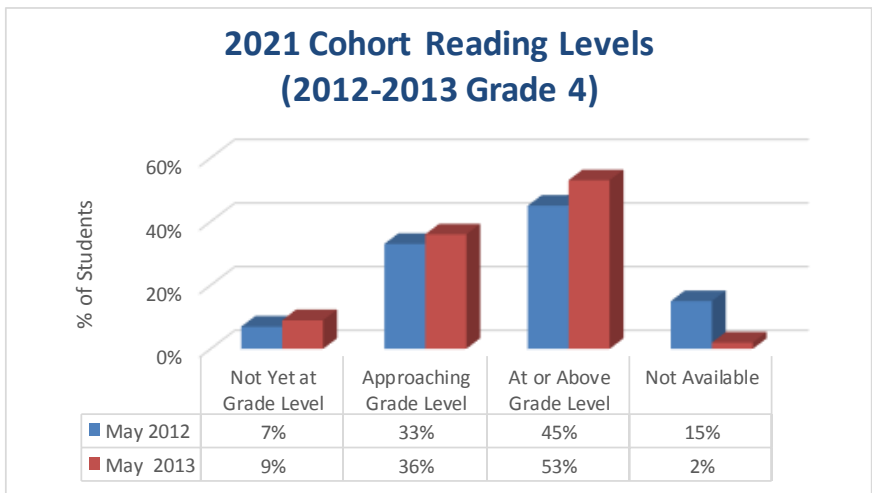
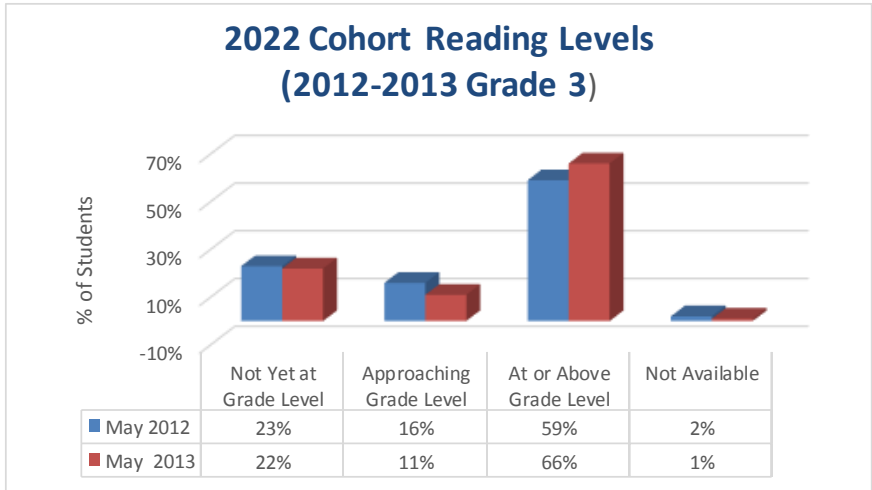


### 2024 Cohort Reading Levels (2012-2013 Grade 1)



### 2023 Cohort Reading Levels (2012-2013 Grade 2)





## 2. English 10 Equity of Course and Exam Marks

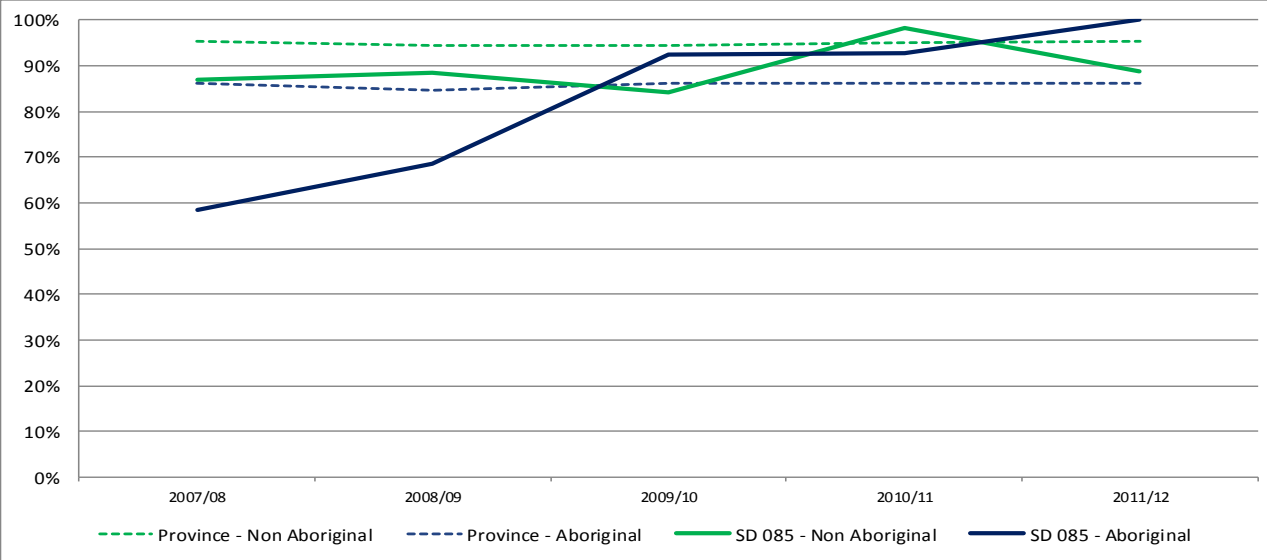
**Target** – No greater than 10% differential between course and exam marks for English 10.

**Target** – Increase by 20% those students receiving C+ or better in English 10, 12, and Communications 12.

The targets for English 10, 12, and Communications 12 course to exam mark differentials remain relevant within this three-year plan. There was a slight improvement in course to exam differential in grade 10 while in English 12 there was a significant improvement and the differential is within targets at 2% for all students and 0% for Aboriginal students. In Communications results are still outside targets at 20% for all students.

The district did not meet targets for students attaining C+ or better in English 10, 12, and Communications 12. This effect indicator for our district remains in the three-year plan. The chart below indicates the importance of high standards of achievement for all students.

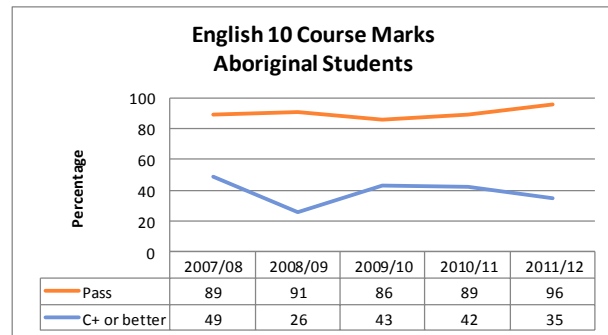
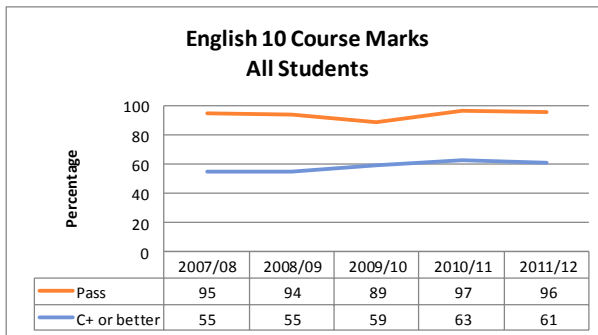
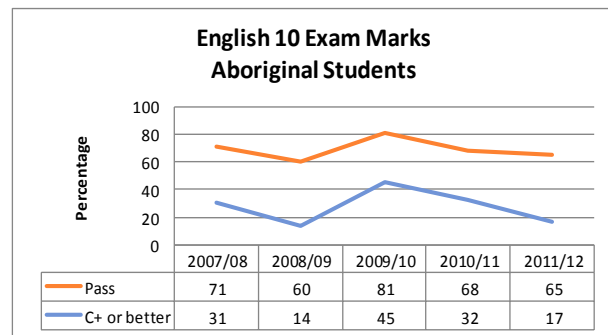
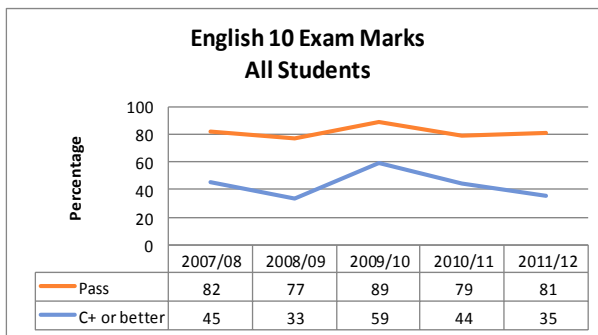
**Rates of Students Who Achieved an On Time English 10 Exam Mark of 60% or Higher**



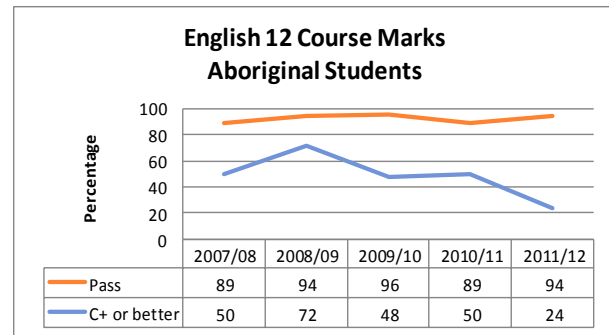
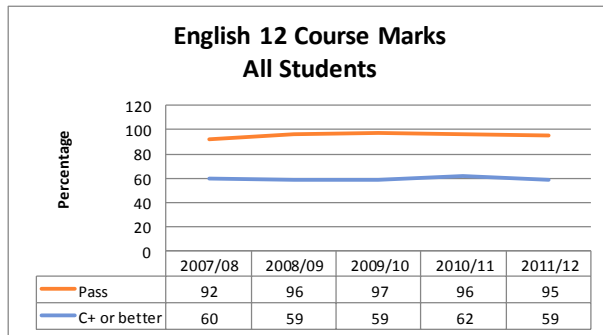
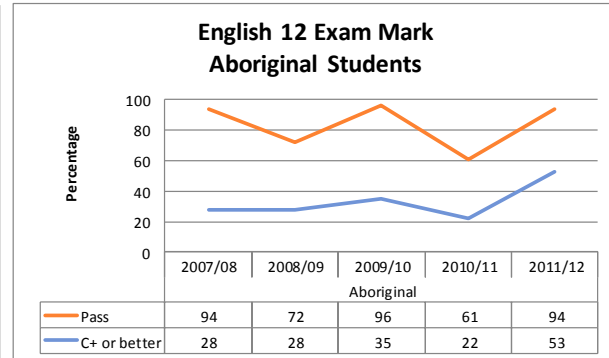
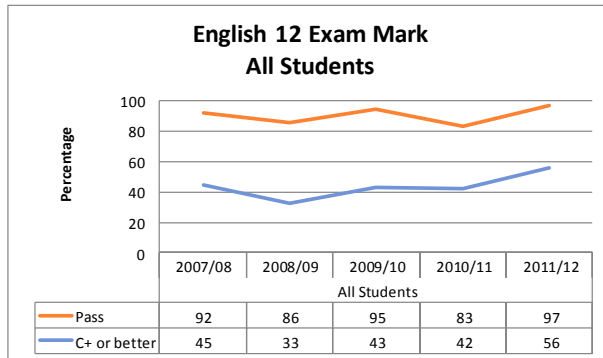
English 12 or English 12: First Peoples or Francais-Langue Premiere 12 (any mark)

	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Province - Non Aboriginal											95%	94%	94%	95%	95%
Province - Aboriginal											86%	84%	86%	86%	86%
SD 085 - Non Aboriginal											87%	89%	84%	98%	89%
SD 085 - Aboriginal											58%	68%	92%	93%	100%
SD 085 - Non Aboriginal											46	77	53	59	48
SD 085 - Aboriginal											7	13	12	13	9

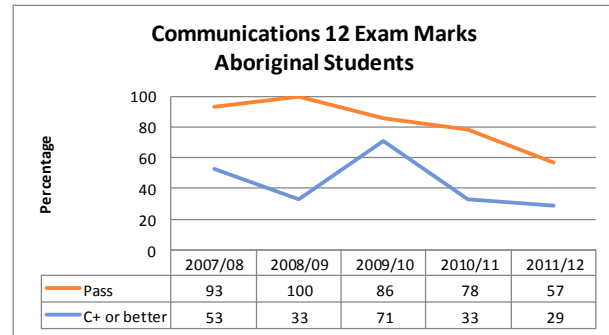
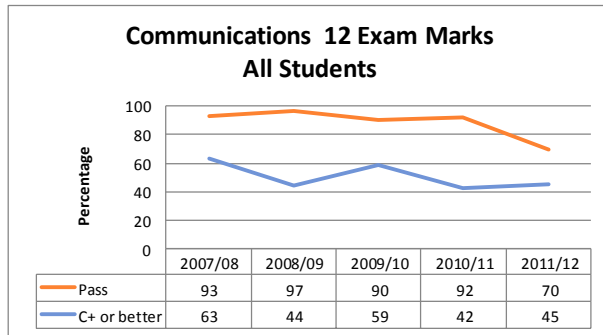
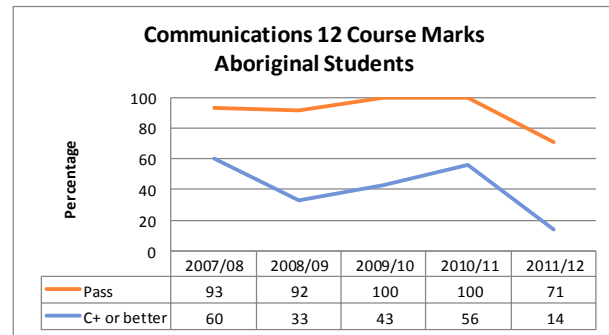
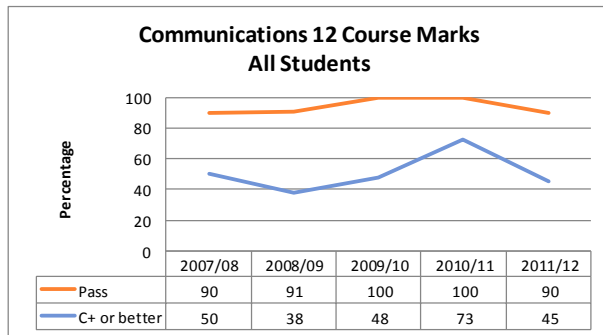
## English 10



## English 12



## Communications 12



## S.D. 85 (Vancouver Island North) - Grade Level Reading Strategy Map

Literacy Goal: Reading 5 by 5	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
<b>Principal/ Vice –Principal</b>	<ul style="list-style-type: none"> <li>- Review School Plan, Grade Level Reading Profile and diagnostic assessments to make necessary adjustments</li> <li>- Review instructional and formative assessment plans with classroom teachers targeting students reading below grade level</li> <li>- Review with Superintendent</li> </ul>	Monitor implementation and effectiveness throughout first term	Review individual student reading achievement progress with classroom teachers, make adjustments to plans as necessary	Monitor implementation and effectiveness throughout term	Review progress with Superintendent	Monitor implementation and effectiveness throughout the second term	Review individual student reading achievement progress with classroom teachers, make adjustments to plans as necessary	Monitor implementation and effectiveness throughout the third term	<ul style="list-style-type: none"> <li>- Administration of PM Benchmarks, DART, Writing Performance Standards for the school</li> <li>- Organize school based DART coding</li> <li>- Compile results from PM Benchmarks / DART/ Writing Performance Standards for school use</li> </ul>	<ul style="list-style-type: none"> <li>- Establish school schedule for Learning Improvement Meetings with all teachers</li> <li>- Develop School Plan</li> <li>- Review School Plan, Grade Level Reading Profile and diagnostic assessments with Superintendent</li> </ul>
<b>Classroom Teacher</b>	<ul style="list-style-type: none"> <li>- Review individual reading levels</li> <li>- Develop customized instructional and formative assessment plans targeting students reading below grade level</li> </ul>	PM Benchmarks / DART / Writing Performance Standards completed for school use	<ul style="list-style-type: none"> <li>- Assess individual progress</li> <li>- Redefine customized instructional and formative assessment plans</li> </ul>	Implement customized instructional plans targeting students reading below grade level	Implement customized instructional plans targeting students reading below grade level	Implement customized instructional plans targeting students reading below grade level	<ul style="list-style-type: none"> <li>- Assess individual progress</li> <li>- Redefine customized instructional and formative assessment plans</li> </ul>	Implement customized instructional plans targeting students reading below grade level	Administer PM Benchmarks / DART/ Writing Performance Standards for school use	Diagnostic assessments to identify reading skills to target
<b>Learning Assistance Resource Teacher</b>	<ul style="list-style-type: none"> <li>Work with classroom teachers:</li> <li>- Review individual reading levels</li> <li>- Diagnostic assessments to identify reading skills to target</li> <li>- Develop customized instructional and formative assessment plans</li> <li>Define the role of SEA in classrooms as support</li> </ul>	Work in classrooms to support students reading below grade level	<ul style="list-style-type: none"> <li>Work with classroom teachers to:</li> <li>- Assess individual reading progress in targeted skills</li> <li>- Redefine plans and implement</li> </ul>	Work in classrooms to support students reading below grade level	Work in classrooms to support students reading below grade level	Work in classrooms to support students reading below grade level	<ul style="list-style-type: none"> <li>Work with classroom teachers to:</li> <li>- Assess individual reading progress in targeted skills</li> <li>- Redefine plans and implement</li> </ul>	Work in classrooms to support students reading below grade level	Work in classrooms to support students reading below grade level	Diagnostic assessments to identify targeted reading skills
<b>Early Learning Literacy Support Teacher</b>	<ul style="list-style-type: none"> <li>- Provide support to teachers as a resource for reading instructional strategies, resources, and formative assessment processes</li> <li>- Benchmarks / DART training for Principals</li> </ul>	Work with teachers as a resource for planning, programming, enrichment to support individual reading improvement	Attend review meetings	Work with teachers as a resource for planning, programming, enrichment to support individual reading improvement	Work with teachers as a resource for planning, programming, enrichment to support individual reading improvement	Work with teachers as a resource for planning, programming, enrichment to support individual reading improvement	Attend review meetings	Work with teachers as a resource for planning, programming, enrichment to support individual reading improvement	Work with teachers as a resource for planning, programming, enrichment to support individual reading improvement	Review school based assessments and develop Grade Level Reading Profile for Principals and Superintendent
<b>Special Education Assistant</b>	In class support under direction of the teacher	In class support under direction of the teacher	In class support under direction of the teacher	In class support under direction of the teacher	In class support under direction of the teacher	In class support under direction of the teacher	In class support under direction of the teacher	In class support under direction of the teacher	In class support under direction of the teacher	In class support under direction of the teacher





# COMMUNITY LITERACY PLAN FOR NORTH ZONE COMMUNITIES

## PROGRESS REPORTS

### MOUNT WADDINGTON REGION

Prepared by  
Mount Waddington Literacy Now  
Committee  
June 2013



**NORTH ZONE COMMUNITY LITERACY PLAN  
MOUNT WADDINGTON REGION**

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## COMMUNITY LITERACY REPORT

**Community Name:** Port Hardy Secondary School

**Project Title:** Going Out into the World more Prepared

**Contact Person:** Brigette Avoine



<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>In the past year we have built upon the existing food support program, tutoring, and the Diversity Group.</p> <p>We have expanded our supports to include language enhancement initiatives, suicide awareness and prevention activities, and parenting workshops.</p> <p>Our focus on community collaborations included a Professional Development Day which saw a full house of community members gathered to reflect on suicide awareness and prevention and a walk for awareness.</p> <p>We continue to provide before and after school tutoring and serve breakfast and lunch to approximately 70 students a day.</p> <p>The Diversity Group continues to increase awareness around issues of human rights and dignity and to celebrate differences.</p> <p>This year we introduced parenting workshops for our young parents and pregnant students.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Brigette Avoine: Youth Worker          Jim Jones: Native Support Program          Stephanie Nelson: Community Connections Worker</p> <p>Each team member works independently within their own programs to promote student achievement, comfort and satisfaction with their school experience. We meet as necessary to assess our performance and plan student projects and events.</p>
<p>3. Community Development and Literacy Collaboration:</p>	

<p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>Our collaborative partnerships include Decoda Literacy Solutions, Child and Youth Mental Health (VIHA), Youth Probation, Sexual Health, Child Protection (MCFD), North Island Crisis and Counselling Services Society, and Youth Housing (MWHN).</p> <p>Ongoing collaborations:  Food Program: partners are Decoda Literacy Solutions, PHSS, the Tri-Bands, community and fund raising agencies. Youth Services is in collaboration with all youth services in Port Hardy. We meet weekly and when there is a need students receive services within 20 minutes. Diversity Group is a collaboration of youth serving youth in fun activities that cultivate respectful relationships.</p> <p>Frequency of contacts, ongoing communications and community support.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>This year we have addressed tutoring and other academic supports, diversity, suicide prevention and awareness, food program, and parenting.</p> <p>A dedicated ProD day to focus on suicide awareness and prevention, parenting workshops, support for tutoring before and after school, practicum placement for a teacher, food program, language enhancement program.</p> <p>Our plan has been implemented and serves as a guide and a benchmark for measuring our progress. We have not adjusted the plan but we learn from our activities.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy</i></p>	<p>We see an increase in numbers of students asking for extra help with their school work. We also see increased participation and understanding of issues related to diversity and acceptance as demonstrated by more open conversations and a willingness to discuss personal problems.</p>

<p><i>initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>Our expanded team of support workers within the school, the agency, and the broader community.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>A lot of the work we do in literacy requires work outside of the usual workload. Funding is always an issue as we have to fund raise and look beyond the school budget to provide essential services for our student body to meet their unique and pressing needs – food for example.</p> <p>Funding.</p>
<p><i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>We will be working with our Literacy Outreach Coordinator to pursue grants to continue our work. Poverty in our region impedes many of our students’ chances for success. We will continue to build upon our existing partnerships and collaborations while pursuing all opportunities to expand our support services and community awareness.</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>We will work with agencies and local governments to ensure our students have safe homes, enough to eat, and appropriate clothing. We will work with our Literacy Outreach Coordinator to identify funding sources and submit grant applications.</p>
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>Funding, ongoing collaborations, community support, student participation, demonstrable successes that can be linked to our support services.</p>

## COMMUNITY LITERACY REPORT

**Community Name:** Kwakiutl Band  
**Project Title:** Kwakiutl Band Literacy Project  
**Contact Person:** Marion Hunt, Education Administrator



<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>In the past year, we have been awarded a Britco building from the Lieutenant Governor Literacy Project. Through the dedicated work by the Success by Six Coordinator, Brenda Rothwell, we have made tremendous strides in moving forward to have the buildings delivered and ready to open September 2013. Wagalus Adult Secondary School Program has continued to provide support to students to upgrade their math and English courses. Through the language initiatives and support from some of the students in the Bachelor of Language Education degree program, we have created books written in Kwak’wala for children, and their families.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>The people who have taken part in the task group are Marion Hunt, Education Administrator; Karen Aoki, Teacher in Charge; Jackie Hunt, Teacher; and Carole Ford, Preschool Teacher.</p> <p>The group is an adhoc group and meets as required.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>The important collaborations that have taken place are hosting the annual literacy evening, providing completion incentives to participants in math and English, purchasing books for the learning centre, creating books in Kwak’wala, and working towards completing the Learning Centre.</p> <p>The essential ongoing collaborations are to work towards completing the learning centre.</p> <p>Collaboration works well with effective communication, commitment, determination, and time to build and nurture relationships.</p>

<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p>	<p>Increase resources, support students to complete literacy, math, English and other adult secondary courses and promote literacy.</p> <p>We purchased culturally relevant books.  We hosted a book signing by Corrine Hunt, co-designer of the 2010 Olympic Medal.  We provided 25 secondary students with a signed autographed book “It’s a good day”.  We created 4 Kwak’wala books.  We provided incentives for students who completed their literacy and math courses.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>25 secondary students received a book written by Corrine Hunt.</p> <p>5 community members received a book written by Corrine Hunt (door prize). Several beautiful, culturally relevant, and appropriate books have been purchased that we would not have been able to purchase without these funds, and will be available for community members to access at the local learning centre.</p> <p>4 Kwak’wala books (200 copies of each book) have been printed and have been made available for community use.</p> <p>The things that support literacy work are funds, people willing to share ideas, strengths, gifts, energy, time and investment.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>The difficulties are not having enough time; not having an appropriate space for learning is our biggest challenge.</p> <p>It has helped to be included in the Lieutenant Governor Literacy Project, and it has helped to have tremendous support from so many people, but it would help to have someone designated to help write proposals for additional funding, and it would help if there were a place that provided capital funds.</p>

<p><i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>Thinking about the upcoming year:</p> <p>There are new opportunities to create more Kwak’wala resources. There continues to be a challenge to provide math and English upgrading, as there is only a small group of people who are willing to attend the upgrading program. It is very difficult for people to upgrade during the day as they need to earn an income.</p> <p>We will continue to create Kwak’wala resources as it is very important to have these resources available at the community level. We will promote Wagalus Adult Program and share successes with the community. We will find ways to support youth to take these courses while in the skills link program .</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>Increasing literacy and Kwak’wala resources, building a Learning Centre for all ages (early literacy, youth literacy, and adult literacy), offering community based education programs in partnership with colleges and universities.</p>
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>Funds, a work plan, collaboration and fundraising will be required to meet the goals effectively.</p>



## COMMUNITY LITERACY REPORT

**Community Name:** Gwa’sala-‘Nakwaxda’xw Nations  
**Project Title:** Bachelor of Education, Kwak’wala Students  
**Contact Person:** Grace Smith



<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>The language students are nearing the end of the Diploma in Aboriginal Language Revitalization (DALR) program through the University of Victoria. The student that established the “Language Nest” has since moved, however, smaller nests have formed within the community and continue to meet on a weekly basis.</p> <p>In partnership with North Island College, ABE has been offered on reserve for those members that would like to upgrade.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Les Taylor, Band Manager          Grace Smith, Education Coordinator          Patricia Dawson-Hunt, Social Development</p> <p>The task group works together twice a year, seeking funding opportunities for supplies that will enhance the DALR and ABE students. The Kwak’wala group meets every Tuesday and Wednesday from 6-9 pm.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p>	<p>iPads and supplies were purchased for DALR students. A projector has also been purchased for the ABE program.</p> <p>Our Youth Centre offers space for the smaller language nests to gather, although gatherings usually take place alternating in people’s homes.</p> <p>The Elders have offered their Elders Centre to hold language revitalization efforts.</p> <p>There are more Elder’s than last year being invited to teach Kwak’wala at Port Hardy Secondary, Eagle View Elementary</p>

<p><i>c. What makes collaborations work well?</i></p>	<p>and Gwa'sala-'Nakwaxda'xw Schools. The children look forward to the Elders visits at all of the schools which makes the Elders feel valued and appreciated while also passing on their knowledge and language to the students.</p> <p>The Elders attend the Kwak'wala groups on Tuesdays and Wednesdays.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>The iPads purchased have greatly enhanced the DALR students learning and teaching of Kwak'wala making it much easier and friendlier to record, keep notes, video, use the internet without having to carry a larger laptop.</p> <p>The Elders and students have built special relationships that will continue to grow and carry on to future generations.</p> <p>No adjustments were made.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p>	<p>All of the students in the DALR program remain dedicated and enthusiastic. They are currently completing their six week practicum at various elementary schools, teaching Kwak'wala. The elementary students look forward to their lessons every day, and are eager to learn more of the language, they are like sponges. The DALR student are also excellent role models for the elementary students, instilling in them that they too can not only learn their language but also strive for higher education. First Nations with identity are more likely to succeed in all aspects of life, including education.</p>

<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p>	<p>The main challenge this year has been low attendance in the ABE program, even though it's being offered on reserve.</p>
<p><i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>The ABE students have no incentive to attend the program and have little or no income as there is no budget within the Band Office to provide living allowances to these students. ABE students who are on income assistance on reserve can remain in the program, however there is no top up to their monthly cheques.</p> <p>There is no daycare on reserve for the ABE parents while they are attending the program, sometimes the students bring their children to class with them which helps alleviate this issue.</p> <p>The projector that was purchased for the ABE program was intended to make learning English more visual, relevant and fun for the learners.</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>We will continue to support the students who carry on to the Bachelor of Education Program so that they become teachers in our schools to help revitalize our language.</p> <p>Seek further funding opportunities to financially assist the language students with supplies and equipment that is not covered with band sponsorship.</p> <p>Look at ways to increase attendance in the ABE program on reserve.</p>
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>Continued in kind contributions for the Kwak'wala Language classes and language nests.</p> <p>Continue to have Elder involvement in all schools.</p>

## COMMUNITY LITERACY REPORT

**Community Name:** Quatsino

**Project Title:** Quatsino Information Signage Project

**Contact Person:** Gwen Hansen

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Our demographics have changed recently and we are now working towards re-opening our one-room School.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>All members of our Society are working on the Signage Project and we have recently asked the community for input to ensure a wide range of ideas.</p> <p>On our to do list; topics chosen, text approved, graphics chosen, layout &amp; design approved, signage manufactured, sites prepped, signs mounted &amp; installed.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>The Quatsino Archives Association is providing information and photos of historic community points of interest. Research on flora &amp; fauna signage along our new lake trail is ongoing. First Nations' usage of identified flora will be included.</p> <p>Our small community shares board members so collaboration between groups is quite easy.</p> <p>We find collaborations work well when there are clearly defined goals and objectives that are agreed upon up front; problems are identified and addressed as they arise in an open manner; people have their roles to play and understand them, and when successes along the way are celebrated.</p>

<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>We will plan to have all our signage installed by July 1<sup>st</sup> when our new Colony Lake Trail is officially opened. Topics chosen, text approved, graphics chosen, layout &amp; design approved, signage manufactured, sites prepped, signs mounted &amp; installed.</p> <p>Input sought from all community members. Quatsino Archives Association, BCOS Society members, First Nations knowledge of local flora and fauna has been researched to include in signage.</p> <p>No adjustments were made to the plan.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>We hope the information included in our signs will encourage viewers to appreciate the uniqueness of our community and the beauty of the West Coast.</p> <p>We have involved local businesses in the design and creation of the signage promoting greater awareness of the unique history of Quatsino.</p> <p>Working together with the community, the Archive Association and the Society on the research and development of the signage supports knowledge generation.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>Our small population means that sometimes we have to rely on the same people for all initiatives.</p> <p>Having our school re-open and a return of full time residents would be wonderful.</p>

<p><i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>Once our school re-opens we hope it will enable more young families to join our unique community. Local employment opportunities and affordable housing may be a problem for some.</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>We will support the school, its teacher and our young families by sharing our knowledge and enthusiasm of the independent lifestyle Quatsino has to offer.</p>
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>Support from School District No.85 in returning to us the heart of our community and enable young families to live here once more.</p>

## COMMUNITY LITERACY REPORT

**Community Name:** Coal Harbour

**Project Title:** Literacy Lounge

**Contact Person:** Jeanne Alley

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>Literacy Lounge has continued to maintain regular Game Time. The Activity Center is opened for computer use and one-to-one tutoring, as well as special events such as Christmas Caroling or Mother’s Day Tea. Story Time and reading help are offered at the local First Nation school, K’ak’ot’lats’i. New programs this year: the cooking and the gardening programs.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Current task group: Ann Hory, Jeanne Alley, Andrew Hory, Leslie Dyck, Joel Dyck, Kathleen Bolivar, Richard Bolivar, Jane Jones, Natasha Winston, Marcia Legg, Valerie MacPherson.</p> <p>Game Time: Leslie Dyck, Joel Dyck, J. Alley, Andrew Hory          Computer use: Jeanne Alley, Andrew Hory          Tutoring: J. Alley, A. Hory, K. Bolivar, R. Bolivar          Story Time and reading help: Ann Hory, J. Alley, K. Bolivar          Cooking Program: Leslie Dyck, J. Alley, Valerie MacPherson, Ann Hory          Gardening Program: Leslie Dyck, Jeanne Alley, Ann Hory, Natasha Winston, Jane Jones, Marcia Legg          (the handyman crew): Joel Dyck, Andrew Hory          Special Events: All</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group</i></p>	<p>The two communities, Coal Harbour and Quatsino First Nation, have been working together more each year. The exchange of use of spaces, the coming together for social events, and the working together toward literacy are all exciting new developments we hope to see continue.</p> <p>Through the Mt. Waddington Regional District’s Food Security on the North Island meeting, we have made valuable</p>

<p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>connections with other local gardening groups. Grassroots Garden Society, as well as other N. Island gardening groups and individuals, have offered to help in various ways: funding, supplies, teaching, and garden starts.</p> <p>The most essential ongoing collaboration is with community volunteers, so willingly putting their valuable time and energy into making these programs a success.</p> <p>When there is a goal in mind and the team works together to reach that goal with clear communication, passion for what they're doing, trust, and give-and-take attitudes.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>Greater attendance at events and better advertising were two of the goals addressed this year – they tend to go hand in hand.</p> <p>As far as advertising, we've added a Facebook page, are getting some sandwich board signs made, and have a greater task force base to draw from for getting the word out through word-of-mouth, Facebook connections, as well as posters going out.</p> <p>Getting some new equipment has been very helpful in maintaining the attendees that have been coming to events. As attendance grows, synergy is created and we reach greater numbers.</p> <p>A couple of the planned programs had to be pushed to the end of the year due to unavailability of instructors. One is the dance classes we had in mind, the other is the financial literacy program, the "Millionaires Club". We will try and pick those up this fall if we have the man power.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had?</i></p>	<p>Developing relationships has taken time, and as people have started to feel safe they are stepping up to volunteer and reaching out for the help they need. This is illustrated in the fact that our volunteer base is growing, and new people are showing up to events, or are asking for help.</p>



<p><i>Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>Funding and volunteers are the primary backbone to making our work a success. We couldn't offer the program without those key elements and are very grateful for that support. Funding has allowed for internet access, much needed new games, books, equipment, and supplies.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>Fewer volunteers created a lot more work and burn-out to those helping. We've reached a tipping point this year and the load is getting lighter. Now getting the word out, transportation, and balancing all of the growing programs we've developed will be the trick.</p> <p>Funding is very important to keeping things moving. Meetings/seminars that help volunteers and coordinators to continue to feel motivated by sparking new ideas off one another.</p> <p>For project leads and coordinators, learning new methods to keep volunteers enthusiastic and coming back.</p>
<p>7. <i>Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>Thinking about the upcoming year:</p> <p><i>Challenge:</i> Transportation for some folks is a problem.  <i>Response:</i> We may be able to connect with the band office in the nearby community to see if they'd be willing to collaborate by using their community van to transport folks to and from Quatsino to the Activity Center for events/ classes. Also, possibly an Activity Center van purchase down the road.</p> <p><i>New Opportunity:</i> Growing interest in the gardening program.  <i>Response:</i> Get things going while there's excitement and the weather is nice. Connect people together so they're motivated by each other and begin to develop the weekly/monthly group cooking.</p>
<p>8. <i>What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>The gardening program is next on the list for attention. This will be a great cycle to offer, grow, harvest, and then cook your own food.</p> <p>We've got minimal supplies for gardening, so we'll grow our supplies a bit, take some of our collaborators up on their offers to donate starts, equipment, teaching, etc. and pick up speed with the planned cooking classes (purchased food for</p>

	now).
<i>9. What will be required to meet the goals and effectively employ actions?</i>	Funding would be the primary need now in order to bring these ideas to fruition effectively. We've got the man power all lined up- having the supplies there and ready to go will be the kick-starter.

# COMMUNITY LITERACY PLAN FOR SOUTH ZONE COMMUNITIES

## PROGRESS REPORTS

### MOUNT WADDINGTON REGION

Prepared by  
Mount Waddington Literacy Now  
Committee  
June 2013



**SOUTH ZONE COMMUNITY LITERACY PLAN  
MOUNT WADDINGTON REGION**

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## COMMUNITY LITERACY REPORT

**Community Name:** Port McNeill, BC

**Project Title:** Community Readers

**Contact Person:** Cheryl Verbrugge

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>There have been two large construction projects near our community this past year that has brought in a large number of workers without their families. Besides increasing the economy of the community this provides a demand for local short courses. (for example: boating course, hunting licence and firearms licence) There is also some new construction in town as well as an increase in real estate. The Gate House Community Association also supports literacy through the Arts.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p> <p><i>c. How is the work of this group organized?</i></p>	<p>The Task Group consists of the 8 adults as well as the contact person for this project. The participants are a class of Grade 3 students and their teacher.</p> <p>The participants are 8 Adults and 25 children.</p> <p>Readers are called each week and the teacher is advised who will be present. There is considerable contact between organizer, teacher and readers sharing information with each other.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p>	<p>There is collaboration between the organizer, the volunteers and the classroom teacher. This is also supported by the Administration at the school as well as support from the Assistant Superintendent at the School District Office (SD#85).</p> <p>It is essential that the volunteer base of adults is maintained.</p>

<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p>	<p>The first priority was to search out adults willing to go into the schools each week and read with children. Once I had a list of adults, I organized a schedule for them to go into Sunset Elementary School. The adults would read one on one with a student for about 15 minutes. The goal of the project was to build self-esteem and confidence (both child and adult) in their ability to read. The project also built community connections between the generations.</p> <p>The goals we have addressed this year are building confidence and self-esteem for both the students and the readers.</p> <p>We have seen an improvement in oral reading skills, in reading ability as well as an increase in social skills.</p> <p>School District No. 85 and Literacy Now have worked together to reach these goals.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p>	<p>The students and adults enjoyed the program and looked forward to it each week. Both the students and the adults were able to recognize their “buddy” in the community. It was a great program to establish relationships. There was improvement seen in oral and reading skills as well as confidence.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>The difficulties are in maintaining the continuity of this program in a busy day. This works as I am well known in the community and have a wide range of contacts. At the other end the teacher is very busy with her classroom of little ones and has to try and make time for my inquiries.</p> <p>It will be important to have a planning meeting with teacher, organizer and administration of the school to set out the plan for this literacy program.</p>

<p><i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>Thinking about the upcoming year:</p> <p>One major concern would be to continue to find funding to continue this project. We need at least one responsible and consistent adult to ensure that there are enough adults in the school each and every week. We also need to plan at least one celebration for the children and adults each year.</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>It may be a good plan to have a meeting with the school administration, teacher and adult volunteers to re-visit our goals to ensure we are meeting the needs of these young people in our community.</p>
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>We will require funding as well as a group of adult volunteers who want to continue with this project.</p>

## COMMUNITY LITERACY REPORT

**Community Name:** Port McNeill

**Project Title:** Youth Leadership Project – Anti Bullying & Cyber Bullying Awareness

**Contact Person:** Linda Walton

<p>1. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>The project focuses on three grade 12 youth leaders. Over a two month period these students met with each grade cohort in the school to present an awareness workshop. The task group consists of two grade 11 and one grade 12 student, Vice Principal Dixon, and Mrs. Holmes, a CYCW.</p> <p>Each week the task group meets multiple times to discuss and plan what will take place during the workshop and materials that will be needed. The final plan was then approved by Mr. Dixon.</p>
<p>2. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>This project has focused on building a powerful interactive workshop for each grade cohort that is run by student leaders. It has had three youth leaders covering a wide range of important themes which all imbed a focus of supporting literacy.</p> <p>This project has built partnerships with MCFD counsellors, VIHA nurses, RCMP, and School District No. 85 teachers all with the primary focus to educate and improve the lives of youth in our community.</p> <p>Ongoing the three youth leaders meet and discuss their planning process with the vice principal of North Island Secondary.</p>
<p>3. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p>	<p>This year many important topics were addressed, each with goals to help educate and raise awareness to students. We covered the topics of bullying, suicide/depression, healthy physical relationships, environment, and drugs and alcohol.</p>



<p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p>	<p>The bullying workshop consisted of group brainstorming and discussions around the concept of bullying and how it affects people. These groups were supported by Michel Therrien from MCFD. This activity was followed by a brief brainstorming and games. We also played a ‘Line Game’, where students were asked questions and required to step up to the line if the question applied to them. We had a speaker, Michel Therrien, who spoke about the connection between bullying and suicide. The day was concluded by summarizing the general topics and handing out prizes to students who correctly identified bullying situations that they noticed.</p> <p>Participants included three workshop coordinators, community volunteers and student audience. As the year progressed, it was discovered that there would not be enough time to carry out all the workshops that had been originally planned, therefore the most important topics were covered first.</p>
<p>4. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>Positive feedback from students, parents, and the community about the topics the cohort participated in.</p> <p>Evidence of students pursuing further information about the workshop topics.</p> <p>Having their peers present information means that students are more attentive and more receptive to information. Having youth work with youth is a positive experience for everyone involved.</p> <p>Many of the activities within the workshops incorporated a literacy based activity.</p> <p>For example there were many group activities, brainstorming sessions, games, presentations, and discussions.</p>
<p>5. Challenges:</p> <p><i>a. What are the difficulties?</i></p>	<p>An ongoing challenge is continuing to motivate and keep the interest of the teenaged audience/participants. The framework of having Youth Leaders as the individuals who organize and</p>

<p><i>b. What would help?</i></p>	<p>implement the workshop has worked to combat this challenge.</p> <p>It was difficult to organize workshops around busy schedules of the school and students as well as having all the student's participation and cooperation. Greater incentive for the students would help encourage participation.</p>
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## COMMUNITY LITERACY REPORT

**Community Name:** 'Namgis First Nation

**Project Title:** Namgis Hunting and Leadership Camp

**Contact Person:** Randy Bell

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>More youth are interested in writing because of the hunting trips, as it gives them the opportunity to share their stories and be heard.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. What is the number of participants? Include children, youth, adults and seniors.</i></p> <p><i>c. How is the work of this group organized?</i></p>	<p>Youth, Elders and Leaders.</p> <p>7 youth, 4 adults and 1 senior.</p> <p>Through conversation regarding what is needed to carry out safe trips.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>Partnerships between departments and shared resources have allowed things to develop naturally.</p> <p>On-going conversations on how to increase literacy through creative activities.</p> <p>Good communication and common goals of wanting our youth to succeed.</p>

<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p>	<p>We have created a group of youth who are now interested in setting up their own hunting club We talked to many organizations in regards to setting up a youth hunting club and they all agreed this would give youth ownership and voice in the kind of activities they would like to do and when.</p> <p>Wholesale Sports in Nanaimo, Fort Rupert Band, ‘Namgis First Nation, Mountain Equipment Co-op, Strathcona Park Lodge are all of the groups that contributed to the ideas for our youth along with supplying some of the equipment needs we had.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>The amount of feedback received from parents and families after these trips tell us that things are working. The increased effort in school is our biggest indicator by the participants of the program</p> <p>The hunting trips along with giving youth a voice make literacy work.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>Keeping youth motivated at times and more local support.</p> <p>More resources for youth in the area.</p>
<p>7. <i>What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>Creating a hunting club for the Namgis Youth. Meeting with youth through the summer will be required to make this a reality.</p>

<p>8. <i>What will be required to meet the goals and effectively employ actions?</i></p>	<p>Effective communication and activity with youth so that they can see there will be some long life to the program.</p>
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## COMMUNITY LITERACY REPORT

**Community Name:** Sointula

**Project Title:** Sointula Mother Goose Story Time and Playgroup

**Contact Person:** Jodie Lukow

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>During the past year we have had a very successful story time playgroup for parents, it has become a hub for parents to come and socialize while interacting with other children and their parents in a learning based environment.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Jodie Lukow runs the program and the people attending are mothers and fathers of children aged birth -10. The group is organized every Monday at 11:00 – 12:00 and is free play and free choice craft for 30 min followed by structured story time, songs, finger plays and puppet shows.</p> <p>12 Children and 10 adults usually attend the program.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p>	<p>The most important part of the successful running of this program has been the consistent funding over the past two years that has made the consistency possible for the parents to be able to count on for attendance. For this program to continue, without recruiting volunteers, will be the ongoing funding for wages and supplies.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p>	<p>The goals and priorities of this program are to bring families together for one hour per week in a fun engaging literacy based program.</p>

<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>This program seems to directly be supporting early literacy skills by introducing these preschool aged children to the fun and exciting world of stories, songs and plays that inspire the children and the parents to continue to sing and read with their children beyond the playgroup.</p> <p>This program is also an excellent lead into the preschool program (which I also run) and gets the children used to joining me at circle time and joining in on songs and stories and games.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p>	<p>Researching to find more funding if the current funding source ends.</p>
<p>7. <i>Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>Thinking about the upcoming year:</p> <p>I would like to be able to hire an assistant or backup group leader for the days and times when I am not able to run the playgroup.</p>
<p>8. <i>What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>I would like to continue the program as long as funding is available. It is a program that is not available to parents in Sointula in any other way.</p>
<p>9. <i>What will be required to meet the goals and effectively employ actions?</i></p>	<p>To meet the goals and continue to run a successful program I will need to hire a new assistant as well as receive the funding which has made this program possible.</p>

## COMMUNITY LITERACY REPORT

**Community Name:** Sointula

**Project Title:** Community Garden

**Contact Person:** Kathleen Cooper

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>As the garden has changed and grown it has attracted more interest. Many of our new members bring children, introducing them to growing food. Novice gardeners learn from experienced gardeners.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>There are 31 people involved in the group, 28 adults and 3 children.</p> <p>This group is organized through group emails, regular meetings and work parties.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What makes collaborations work well?</i></p>	<p>Involvement of the preschool group.</p> <p>Sointula Recreation Association student for summer work. The selected student works with youth and some of their hours are given to the garden group.</p> <p>The enthusiasm everyone has to see the success of the garden. The knowledge that is gained by participation in the project.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p>	<p>We were able to extract more participants through posters, emails and word of mouth. Many group work parties to maintain the existing garden and make the necessary expansions to accommodate the increase demand.</p>



<p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>The Sointula Ripple (online newsletter) has published two articles, with photos, letting the community know how we were progressing.</p> <p>We applied for funds through Coastal Spirit grant but were turned down as we did not meet the criteria.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>We see children getting excited about growing food. They are learning about the importance of taking care of the soil, collecting seaweed, composting and the reward of tasty food.</p> <p>Involvement of seasonal gardeners (seniors) and local horticulturalist.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>We would like to expand our garden to include a green house. Grow food especially for low income households.</p> <p>Information about available grants.</p>
<p>7. <i>Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>Thinking about the upcoming year:</p> <p>At this time there are 3 people doing most of the organizational work. Due to busy schedules it is a challenge to keep our momentum.</p>

<p>8. <i>What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>Ability to give more time to seeking funds. Involvement in food security initiative.</p>
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## COMMUNITY LITERACY REPORT

**Community Name:** Village of Port Alice

**Project Title:** Community Centre

**Contact Person:** Elizabeth Bracket

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>The Community Centre opened the daily schedule to 7 hours a day 6 days a week, compared to the previous schedule of 3 hours a day 5 days a week. This has opened up excellent programming opportunities, including after school programs, arts &amp; activities, time out for parents, adult computer time, Wii bowling for adults, and adult craft time.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p>	<p>The programs created through the funding have made programming available to all ages in our community. Arts and Activities is geared to youth 4-12yrs, and younger children that come with their parents.</p> <p>Time Out for Parents is for parents and caregivers to enjoy a break and social interaction while staff enjoy playtime, reading, singing, and activities with children 5 &amp; under.</p> <p>Adult Computer Time &amp; 50+ Computer Time is a chance for adults to use 6 computers, ask questions, help each other, and visit with friends in our Computer Lab.</p> <p>Baby Brigade is a circle time for parents of new babies or moms-to-be. It is set up to offer conversation regarding celebrating the babies, sharing triumphs and struggles and helping to create a support group for residents with growing families.</p> <p>Wii Bowling for Adults is geared towards the 50+ crowd, a chance for adults to learn to use the Wii, get some exercise and enjoy each other's company.</p> <p>Adult Craft Time is an opportunity for all adults to use the facility at no charge to work on an assortment of personal craft projects.</p>

<p><i>b. How is the work of this group organized?</i></p>	<p>All of these programs are offered free of charge, and are organized by the recreation staff of the Village of Port Alice.</p> <p>Program planning and implementing is done within the regular budgeted time of the Village, keeping the grant monies available for program supplies, snacks, instruction, and equipment. This helps the staff to plan programs that will continue to be offered after the funding is used.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p>	<p>The recreation staff has worked with the local parents, seniors group, Ladies Coffeehouse Group and daycare to offer these programs at the best times for the user groups. The groups have also worked closely together to share supplies, rooms, and programming resources. This will create a solid base for all of the programs to continue well into the future and has had an added bonus of relationship building between different generations and user groups.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>Our priority has been to make a welcoming, safe, learning and social environment. This has been addressed in each of the programs.</p> <p>As stated earlier there are programs offered to reach each of the age groups and demographics in Port Alice. Personal invitations, social media, and local advertising has gotten the word out. The organizations that have played a role in these activities are the PAC parents, local pre-school, and the Port Alice Seniors group. The seniors programs have also been created in partnership with the New Horizons grant and the Port Alice Elder College.</p> <p>As the year progressed the programs have continued to evolve. Some simple changes, such as program times or days, have opened the doors for more participants to take part. Some of the programs have been created after the initial grant had been approved as a need was able to be filled under the guidelines that had been approved. This made it very easy for staff to create activities that were shown to be needs, without waiting for a new season to begin. This was a fantastic opportunity for staff as it is often impossible to start new initiatives part way through a year.</p>

<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>The attendance numbers have shown success of these programs. Though the adult programs do not always have stable numbers the youth and family programming has seen growth consistently throughout the year.</p> <p>Literacy work is supported through the creation of supportive relationships, through the toddler programs where the children learn through reading, music and dance. As well, the computer times have opened a whole new world to some residents that have never had a chance to use one. Social media lessons have helped seniors that live far away from family and friends see how easy it is to stay in touch and share pictures and videos. This has been cause for some emotional moments when one of our grandparents was able to Skype with their daughter and her new baby!</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>The difficulties will be to make small changes to the program each year to address the changes in the user groups. With small numbers in our communities the demographic can change due to fluctuating numbers of children and ages. The programs have been created to offer room for growth and change each year.</p> <p>These programs will be easier to maintain if the relationships between user groups and local participants continue to work together to continuously plan, implement, and evaluate each program on a regular base.</p>
<p><i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>Thinking about the upcoming year:</p> <p>There are lots of new opportunities that staff would like to take on in the next year. New families moving to town, the seniors group growing and the single adult population make for a whole spectrum of people we would like to reach. It is important to our staff that opportunities are given to foster literacy in all areas and demographics. This creates relationships, offers security, education, and purpose for people living in rural communities. As programs are</p>

	<p>constantly evaluated, new programs, or additions to programs also come out of the woodwork. Many program ideas come through activities already in place showing a “hole” in the community and programs are created to address it.</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>We will continue to foster growth in our toddlers and baby programs. This group of parents appreciate the support given through the different activities throughout the week and while staff is enjoying sharing literacy with the children the parents are sharing resources, experience and offering encouragement to each other. As well, the senior’s population in town is quite large and we feel it is important to offer activities to help the aging population stay active, both physically and mentally. Several programs are in the works to continue in these areas.</p>
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>The Village of Port Alice will continue to look for funds to support these programs and initiatives. As a small, rural community we are often faced with budget crunches and we strive to offer as much as possible with as little cost as possible. As well, the recreation staff will promote community partnerships to ensure that the support each program needs can be met. The Literacy Now funding has opened doors to our community that would not have been possible with it, and we greatly appreciate the support from the funding and from the staff that allocate it.</p>

## COMMUNITY LITERACY REPORT

**Community Name:**                    **Henny Penny Pre-School Port Alice**

**Project Title:**                        **Fun with Reading**

**Contact Person:**                    **Daniel Martin**

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>Over the past year we have had many families move in and out of our community. This made running the pre-school challenging as we lost volunteer parents and students. This also made room for new families to become involved in the pre-school helping them to become part of our community.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Henny Penny has a board to oversee all programming and we work with our staff to evaluate how our program is progressing.</p> <p>Each member has a job and then we meet to keep everyone accountable to make sure that all programs stay on track and organized.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>We count our Community Centre as a major collaborator working together to strengthen our program, as well as, with Sea View School who allows us to join them in more programs.</p> <p>The ongoing collaborations would be the work we do with the school to offer programs like StrongStart to reach more children and have continued enrollment in our school program.</p> <p>Being able to work hand in hand with all collaborators works well because it helps all of the programs to grow, not just one. It allows us to be able to share supplies and tools to give more to the success of all the programs not just one.</p>

<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? Organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>Our priorities were to start with the introduction of “Fun With Reading” and show students how reading and play could go together.</p> <p>We bought new furniture, books and supplies and started the new reading program in our pre-school. We had the community centre staff help us.</p> <p>We had to change the start time because it took a little longer than we thought to get the supplies. Throughout this year we were able to join with the school and StrongStart which has allowed us to reach more children, and will help keep the program viable longer.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p>	<p>The children are coming home excited, talking about the books they read at the pre-school and asking parents to read more to them. There has also been more interest in the library. I consider this a huge success. The children seem to love different stories and being able to act them out. We also have a new reading corner so not only do the children get read to, but have a chance to look at books on their own.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>The difficulties will be in evaluating the students at the beginning of the year and making changes to the program that will work for the students. Thankfully Henny Penny is lucky enough to have a great teacher and parent support that can make this happen.</p> <p>Henny Penny will continue to look for financial support to help this program grow and expand to enrich the lives of the students.</p>
<p>7. <i>Are there new opportunities, challenges, or issues in</i></p>	<p>The pre-school has seen the class dynamics change each year. New families, small groups of children in each age group, and varying degrees of learning ability, has created challenges for</p>



<p><i>your community? How will you respond to these?</i></p>	<p>the staff. The great part about the purchases made for our program is that it can all be changed to work with any pre-school group. The staff will continue to expand the program to meet the needs of the pre-schoolers.</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>This program has an unlimited amount of possibilities. The goals can be changed and still work within the initial vision for the project. The pre-school is enjoying the implementation of “Learning With Reading”, and will continue to strive to teach the students how enjoyable reading can be!</p>
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>The pre-school will continue to look for partners to support this program. The pre-school has made purchases that will help to keep the program sustainable for years to come.</p>

## COMMUNITY LITERACY REPORT

**Community Name:** Kingcome Inlet

**Project Title:** Literacy Now Grant

**Contact Person:** Elizabeth VanEvery

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>We have received grant money to improve our library space and make it more inviting for students, parents, and community members.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p> <p><i>c. How is the work of this group organized?</i></p>	<p>Currently, those involved in literacy development work in the school. We have an intermediate and primary teacher and two tutorial aides.</p> <p>We have 14 children, 6 adults, and 4 seniors involved directly in literacy development at the school.</p> <p>We work together by forming small reading groups, giving reading support, and will be opening an after school reading program.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>As a community, we have gotten serious about collecting, sharing, and celebrating our reading scores. We have meetings with students, parents, and council members to share our student’s reading data.</p> <p>The essential ongoing collaborations are between our teachers, school administrator, and regional principal.</p> <p>The collaborations work well when we are all aware of the tools, strategies, and goals put in place and how to help each other implement our literacy plan.</p>

<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>This year we have SMART goals in place for each student who is below grade level in reading. We have also put the plans in place to create an after school reading program, and expand our literacy development tools up to grades 5 and 6.</p> <p>We have reviewed SMART goals for students regularly, applied for further grant money for the reading program, and purchased new reading materials for our older students.</p> <p>Over the year we learned more about what materials we would need for the reading program, which has helped us focus our efforts and we received some reading supplies for free, which allowed us to allocate more funds elsewhere.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>We know that our efforts are successful because we have seen improvements from all of our students in terms of their reading level. Some students have increased an entire grade level in 6 months!</p> <p>The Read Well program and DIBELS are showing huge improvements.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>We are still waiting on funds and have not been able to start our after school reading program. We also have difficulty purchasing resources because we spend so much money in freight charges due to our remote location.</p> <p>It would be great to have freight allowance in our purchases to reduce that cost.</p>

<p><i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>Thinking about the upcoming year:</p> <p>We have a limited number of support staff to help facilitate small reading groups. More support would ensure all students are receiving the attention they need.</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>We will continue to work on and implement our after school reading program, continue improving our library space and making it more welcoming, and continue creating and reviewing students' SMART goals.</p>
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>We need support from community, more trained staff, and more funds to improve our library and implement our after school reading programs.</p>

## COMMUNITY LITERACY REPORT

**Community Name:**                    **Woss**

**Project Title:**                        **Literacy Now**

**Contact Person:**                    **Rona Doucette**

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>Woss is starting to turn around with new families with young children moving in as well as a few seniors. The young families are quite active and interested in developing healthy opportunities for their children. At this time we estimate that we have about 10 baby to pre-school age children. The seniors seem quite content spending their time gardening and fishing, enjoying the good life! Because this is a very small community we need to realize that numbers do not tell all of the success story.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. What is the number of participants? Include children, youth, adult and seniors.</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Rona Doucette, Ulla Lutz, Noni Nault are members of our task group.</p> <p>For the majority of the year this program has encouraged 4 Youth, 2 Children, and 2 Adults. We were very pleased to be expanding to the adult community members. Kathy Miller started a pre-school program in the fall for 3 to 5 young children. Unfortunately we were unable to continue this program for the full year.</p> <p>Rona oversees the task group as the contact person. Ulla is an active member of the task group as the teacher in the one room school. She is a long time community member who is aware of the needs and opportunities in Woss. Noni runs the Literacy Now project once a week in the evening. As a retired teacher she is very aware of how to encourage and develop the skills as needed by community members.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p>	<p>Most of the collaborations have taken place within the community. Getting the word out via the newsletter as well as oral communication between community members helps to spread the word of projects. Our young parents are very active building a healthy playground for our young children which is an exciting venture that we hope to encourage.</p>

<p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>It is essential for the Outreach Literacy Coordinator to continue to be involved with problem solving and for general support.</p> <p>In Woss, verbal communication between members works better than formal meetings.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>We continued our program to encourage computer learning and assistance. We did this by providing the necessary resources to students &amp; adults. Students were assisted with computer solving problems &amp; homework &amp; adults were assisted with learning how to set up their laptops &amp; learning basic computer skills. Younger children were also in attendance and learned typing and increased computer skills.</p> <p>A student leader and a task group member set out the goals and assisted community members in their success.</p> <p>The major change this year has been the ability to encourage adults and children to also attend rather than just the teens. This creates a community spirit as well as communication and relationships between the age groups.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>Individuals of all ages learned how to operate their laptops/computers &amp; to navigate the internet. The student leader has also published a newsletter with articles of current interest and posted them in the community. The feedback to this initiative has been very positive.</p> <p>Literacy work is supported with a leadership that can identify the goals we are working towards and an encouragement of all community members to take part at their ability.</p>

<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>First of all, the difficulties are encouraging people to the program as the equipment is very slow and they often have faster service on their home computers. There was also a slight misunderstanding that this was just for teens but we have remedied this and have encouraged adults and children to also attend.</p> <p>What we need are new programs to increase typing speed, games for learning, skills (such as cut and paste). As a small community we need to know our limitations!</p>
<p><i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>The opportunities include involving the new community members who have moved to Woss. The challenge is to engage all members of our community to give us input, to volunteer for projects and finally to take part in the literacy projects that are planned.</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>At this time we would like to continue the computer time as a project. However, we do see a need to include a healthy baby and pre-school program to give our little ones some early literacy activities to prepare them to enter a one room school. Before September we need to meet to outline expectations and guidelines.</p>
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>We will need to have a meeting with the community and the Outreach Literacy Coordinator to discuss how to provide a successful pre-school program.</p>