

Community Context:

Geography: School District No. 54 is located in the northwest region of the province and includes the communities of Moricetown, Smithers, Telkwa, Quick and Houston. The communities are stretched along a 75 kilometer corridor of Highway 16. Each community is unique in their culture, social and economic climates. Our people live in towns, villages, and rural environments. The School District sits on traditional Wit'suwet'en territory and approximately 25% of our school population is of Aboriginal ancestry.

Economy: A large percentage of our population is dependent on a resource extraction economy which brings complex social and economic issues.

Student Population

School District #54 (Bulkley Valley) serves a student population of 2,350 students in nine schools: six elementary, two secondary, one Distributed Learning school, 2 Strong Start Centres and one Strong Start Outreach. Over the last eight years the district has experienced declining enrolment by approximately 700 students. In addition, there are 5 independent schools and one federally funded band school within the district.

District Trends

There continues to be a challenge in maximizing the engagement of learners and meeting the needs of youth who find it difficult to learn in traditional school settings. School non-completion rates remain approximately the same over the last few years. We are also noticing an increased difficulty for students to get funding to further their education.

Bulkley Valley Literacy Coalition:

The Bulkley Valley Literacy Coalition is made up of representatives from organizations across School District No 54 which are involved in literacy work.

1) Task group:

a. Who takes part in the task group?

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> • Houston Link to Learning Manager and Adult Literacy Practitioner • Northwest Community College Career & College Prep Coordinator • Houston Public Library Library Director • Houston Early Childhood Development Committee Program Coordinator • Northern Society for Domestic Peace Counsellor • HOPE President • Regional Literacy Coordinator • Dze Ƙ'ant Friendship Centre Society Program Manager • School District No. 54 Learning Coordinator - Houston 	<p>Smithers Community Services Association (SCSA)</p> <ul style="list-style-type: none"> ▪ Community Learning Services ▪ Executive Director ▪ Literacy Outreach Coordinator (LOC) ▪ Volunteer Smithers <p>Smithers Public Library</p> <ul style="list-style-type: none"> ▪ Library Director <p>School District No. 54</p> <ul style="list-style-type: none"> ▪ Assistant Superintendent ▪ Early Learning Coordinator <p>Northwest Community College (NWCC)</p> <ul style="list-style-type: none"> ▪ Campus Principal ▪ Career & College Prep Coordinator <p>Work BC</p> <ul style="list-style-type: none"> ▪ Employment Counselor <p>Dze Ƙ'ant Friendship Centre Society</p> <ul style="list-style-type: none"> ▪ Program Manager 	<ul style="list-style-type: none"> ▪ Kyah Wiget Education Society (KWES) is a committee of the Moricetown Band council ▪ The education administrator coordinates literacy and education activities with Wit'suwet'en Child and Family Center, Moricetown Elementary School, Post-Secondary counsellor, bookkeeper, and liaisons with School District No54 (SD 54) and Northwest Community College (NWCC) 	<p>School District No 54</p> <ul style="list-style-type: none"> ▪ Superintendent ▪ Assistant Superintendent <p>Northwest Community College</p> <ul style="list-style-type: none"> ▪ Campus Principal for Smithers/Houston ▪ Regional Literacy Coordinator (RLS) ▪ Smithers Literacy Outreach Coordinator (Smithers LOC) ▪ Houston Literacy Outreach Coordinator (Houston LOC) ▪ Kyah Wiget Education Society (KWES) education administrator (Moricetown) ▪ Smithers Public Library Director ▪ Smithers Community Learning Services Program Manager (SCSA) ▪ Houston Link to Learning Manager

<p>1) Task group: b. How is the work of this group organized?</p>			
<p>Houston</p>	<p>Smithers</p>	<p>Moricetown</p>	<p>Coalition</p>
<p>Membership is comprised of individuals with broad experience in and connections to all sectors of the community, from infants to seniors. Any self-referred member will need to be approved by the present Task Force. A fair distribution of representation across the spectrum of age (children, families, adults, seniors, school district, & industry reps) and service providers is preferred. Any invitation to join the Task Force will first be approved by the Task Force itself. Members are expected to contribute insight, information and guidance on the planning process, and about the current and preferred status of literacy programming and activities in the community.</p>	<p>Members of the Task Group meet four to five times per year. Outside of these formal meetings, members meet to work on specific projects or to address gaps that have been identified. The LOC keeps everyone connected and ensures those who have a stake in a specific project/gap sit at the table and feel supported in collaborating. Several members also sit on the BV Lit Coalition, which gives us another opportunity to connect.</p>	<p>The Education Administrator from the Kyah Wiget Education Society ensures all stakeholders are informed about literacy and education issues in our community. The education committee meets monthly to review all department reports, address gaps and project for future growth.</p>	<p>We are a consensus organization where the planning for the next meeting is discussed at the current meeting. The LOCs, the RLC and SD 54 work together to make up agendas and take on tasks needed to maintain the group.</p>

<p>2) Community context: 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? Consider both positive and negative impacts.</p>			
Houston	Smithers	Moricetown	Coalition
<p>See page 5 and 6 for Houston and Smithers community context</p>		<ul style="list-style-type: none"> ▪ 4 community members graduated from post-secondary programs, including one medical doctor ▪ The adult education school graduated 5 adults ▪ Many other adults developed computer skills ▪ The elementary school completed their PLC project ▪ The K-4 class cooperated with Child Development center in Smithers and Hazelton ▪ Cook's Helper course supported by NWCC ▪ A high school program has been developed for 2012-2013 	<ul style="list-style-type: none"> ▪ Houston and Smithers will address this on the next two pages ▪ Moricetown is different as it is a smaller community and without a Literacy Outreach Coordinator

Houston Community Context

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

- Restructuring of NWCC operations in Houston – development of a Community Learning Centre
- Mine extension and expansion
- Continued influx of families looking for low cost housing
 - Increase in demand is for services
 - Regionalization of services and reliance on technology to provide services removes the human factor. Clients with low literacy skills accessing already limited services becomes even more difficult.
 - Individuals and families have arrived with many needs and barriers. Many require a level of service and access to supports that are not locally available.
- Expansion of Friendship Centre Programs
- Renewed commitment by the District of Houston toward Learning within the community

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

- Through the LOC, Houston Link to Learning has enhanced its ability to support literacy development. Expansion of family literacy programming and library programming has taken place. Within the area the Regional Literacy Coordinator position funded through NWCC has proven itself invaluable to literacy development.
- On a community level we are seeing a renewed commitment to literacy and education being referred to at a variety of tables such as Economic Development and Municipal Council without the demand to be recognized.
- Our local Dze L K'ant Friendship Centre has worked hard to develop additional programs and support to meet the increased demands for services from clients within the community.

Smithers Community Context

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

- It is easier to find employment; therefore young people are less likely to complete grade 12 or pursue post-secondary education
- Employers understand there is a labour shortage
- Push for short-term employment training (2 months or less), e.g. Field Medic, Intro to Mining, Driller's Helper, etc.
- There is less funding for training that takes 6+ months, such as essential skills, trades preparation, etc., leaving people in a gap/void
- Lack of funding for longer-term training will mean that local people will not get jobs, but they will go to "Southerners"
- There are cut-backs in funding all around, e.g. library (internet access), essential skills training, college upgrading, employment training, literacy, etc.
- School District 54 and Northwest Community College have worked hard to move the Bulkley Valley Learning Centre (SD 54) to the NWCC Smithers Campus. It will also implement a more flexible timetable at the high schools in 2012/2013 to allow students to be more available to other agencies for community involvement and employment experience

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

- Literacy Outreach Coordination funding has positively affected the implementation of community literacy goals. The LOC helps build capacity and keeps everyone connected through regular task group meetings and makes sure that stakeholders are kept informed. The LOC also ensure that identified goals are met by coordinating the work to be done and taking on the majority of the work
- Some cut-backs will be evident next year, e.g. NWCC, Library
 - Fewer learning opportunities will be offered at NWCC for entry-level learners / employees
 - NWCC anticipates more difficulties in pursuing partnerships/collaborations in 2012/2013 due to deficit situation and cutbacks.
 - Public Internet access at Smithers Library will be maintained, but other areas will need to be cut back to allocate resources
- These challenges will also create opportunities:
 - Stakeholders will collaborate more closely to ensure community members continue to have access to learning opportunities
 - Local funders may step in to support literacy in our community (e.g. Smithers Library lost funding for *Books to Babies* program, but Friends of the Library and the Provincial Employee Community Services Fund (PECSF) stepped in last year; this year Smithers Rotary Club provided majority of required funds)

3) Community development and literacy collaboration:

a. What are the important collaborations that have taken place to support literacy and the work of the task group?

Houston	Smithers	Moricetown	Coalition
<p>Within Houston, over time organizations have developed comprehensive working relationships which encompass:</p> <ul style="list-style-type: none"> ▪ Client sharing ▪ Planning <p>Community connections through different positions held in the community</p> <ul style="list-style-type: none"> ▪ I.e.: Boards, committees, positions Shared positions – one person – two jobs <p>School District</p> <ul style="list-style-type: none"> ▪ Ready Set Learn ▪ Summer Tag Reading Program ▪ Reading with a grandparent <p>NWCC</p> <ul style="list-style-type: none"> ▪ Volunteer Tutoring ▪ Shared Learners <p>Houston Public Library</p> <ul style="list-style-type: none"> ▪ Summer Tag Reading Program ▪ Family Night <p>Friendship Centre</p> <ul style="list-style-type: none"> ▪ Community Transportation <p>Houston Link to Learning</p> <ul style="list-style-type: none"> ▪ Strategic Planning 	<p>Literacy Awareness Month:</p> <ul style="list-style-type: none"> ▪ SCSA ▪ Smithers Public Library ▪ NWCC ▪ School District 54 ▪ Interior News newspaper ▪ Town of Smithers ▪ Village of Telkwa ▪ Steelhead Hockey Team ▪ Local businesses ▪ Community organizations ▪ Chamber of Commerce ▪ Rotary Club of Smithers ▪ Triumph Vocational (now Work BC) <p>Ground to Griddle Kitchen:</p> <ul style="list-style-type: none"> ▪ SCSA ▪ NWCC ▪ Princess Street Neighbourhood Garden ▪ Anglican Church ▪ BV Learning Centre ▪ Pregnancy Outreach <p>Step Up Tutoring & NWCC Math & Science Camp:</p> <ul style="list-style-type: none"> ▪ SCSA ▪ NWCC ▪ School District 54 ▪ Local businesses and professionals <p>Elders in Residence:</p>	<ul style="list-style-type: none"> ▪ Sharing of programs at our regular meetings ▪ Cook’s Helper with NWCC ▪ Development of high school program with SD#54 ▪ Coordination of programs with GWES 	<ul style="list-style-type: none"> ▪ Choosing to keep the coalition alive ▪ Rewriting our goals ▪ Partnering as seen in the Community Learning Centre for Houston and Smithers and Moricetown (SD 54 and NWCC and Kyah Wiget) ▪ NWCC/SD 54/SCSA collaborating to offer Step Up summer tutoring program ▪ NWCC Math and Science Camp in Summer 2012 ▪ Literacy Awareness Month involved input from RLC and Decoda ▪ Support from RLC at Coalition Table for Books for Babies in terms of partners, feedback and support ▪ BV Coalition Table reinforces and strengthens Smithers Task Force table

<ul style="list-style-type: none"> ▪ ENP applications ▪ Family Nights ▪ Harvest Festival <p>YEP</p> <ul style="list-style-type: none"> ▪ Working with School District & NWCC – connecting to learning resources <p>Community</p> <ul style="list-style-type: none"> ▪ Harvest Festival 	<ul style="list-style-type: none"> ▪ NWCC ▪ Office of the Wet’suwet’en ▪ Dze L’Kant Friendship Centre Society ▪ SCSA ▪ Community groups and Elders 		
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**3) Community development and literacy collaboration:
b. What are the essential ongoing collaborations?**

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ School District #54 <ul style="list-style-type: none"> ○ Local Schools ▪ Houston Public Library ▪ Houston Friendship Centre ▪ Northern Health ▪ Early Childhood Development Committee ▪ Houston Seniors Society ▪ Northern Society for Domestic Peace ▪ Youth Empowerment Program (YEP/SCSA) ▪ Houston Link to Learning 	<ul style="list-style-type: none"> ▪ Smithers Community Services Association ▪ Smithers Public Library ▪ Northwest Community College ▪ School District No 54 ▪ Literacy Outreach Coordinator 	<ul style="list-style-type: none"> ▪ School District No 54 ▪ NWCC ▪ CALP ▪ Kyah Wiget Education Society 	<ul style="list-style-type: none"> ▪ Smithers Community Learning Services (SCSA) ▪ Houston Link to Learning ▪ Smithers Public Library ▪ Literacy Outreach Coordinators for Houston and Smithers ▪ Kyah Wiget Education Society ▪ Northwest Community College (Campus Principal) ▪ Regional Literacy Coordination (NWCC) ▪ SD No 54 (Superintendent and Assistant Superintendent)
			<p>Organizations/individuals with need for input but currently only <i>REPRESENTED</i> at Coalition (not attending directly):</p> <ul style="list-style-type: none"> ▪ Houston Public Library ▪ Houston Early Childhood Development Committee ▪ NWCC Developmental Ed Instructors (Smithers and Houston) ▪ K-12 instructors

3) Community development and literacy collaboration: c. What makes these collaborations work well?			
Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ Personalities, part – time positions – involved in a variety of personal and professional positions ▪ Mandates and overall philosophies support the groups in working in collaboration ▪ “This is how we do business” ▪ Willing to make it work – working from within the system ▪ Appreciative enquiry process 	<ul style="list-style-type: none"> ▪ Commitment to the task group and a shared understanding of different aspects of learning ▪ Goals that are meaningful for stakeholders ▪ Informal relationships between stakeholders allow for a chance to share information and ideas early in the process ▪ Sharing resources ▪ A coordinator who keeps everyone focused and connected to each other and goals 	<p>Regular meetings and time to share</p>	<p>We formed the coalition in 2007, and while some of the personnel have changed over that time, support has remained constant and strong from all the member organizations.</p> <p>Key factors:</p> <ul style="list-style-type: none"> ▪ Time ▪ Trust ▪ Desire ▪ Success ▪ Experience ▪ Obvious need ▪ Commitment of individuals

4) Goals and Action for the current year:
a) What priorities, goals or objectives have you addressed this year?

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ Transportation Plan to support public transportation ▪ Impact of low level literacy on business ▪ Summer Tag Program ▪ Develop and Implement reading with a senior program ▪ Houston Link to Learning ENP application ▪ Houston Link to Learning Strategic Plan 	<ul style="list-style-type: none"> ▪ Celebrate Literacy Awareness Month ▪ Present to municipal councils and business sector to raise literacy awareness ▪ Organize Praise-A-Reader Fundraising & "I read because..." Awareness campaign ▪ Expand Aboriginal Learning Workshops 	<ul style="list-style-type: none"> ▪ Awareness of importance of education- band now requires educational goals as a requirement of Social Assistance ▪ Need for positive functional high school program ▪ On-going need for early childhood education and interventions 	<p>The Coalition is a literacy initiative. In order to maintain and keep it healthy, we</p> <ul style="list-style-type: none"> ▪ Refocused the work of the coalition ▪ Rewrote the goals ▪ Re-established the commitment by coalition members ▪ Increased number of meetings ▪ Identified the sharing roundtable as an important feature of the Coalition literacy initiative

4) Goals and actions for the current year

b. What actions were taken to reach these? What organizations and groups participated in these actions?

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ Transportation Plan to support public transportation ▪ Dze L K'ant Friendship Centre Society – Houston Centre created an ENP application to develop a business to deliver public transportation ▪ Requires further follow through and development on a community level ▪ Summer Tag Program 2011 ▪ School District #54 Development of a summer reading program for at-risk 5 to 9 yr old readers ▪ Develop and Implement reading with a senior program ▪ School District #54 Development of a program with Grade two level students, Seniors come into a classroom to read with students on a weekly basis 	<ul style="list-style-type: none"> ▪ Celebrate Literacy Awareness Month ▪ Each Task Group organization took on an event ▪ Partners: <ul style="list-style-type: none"> ▪ Interior News, Literacy Outreach (LOC), NWCC, ▪ SCSA, SD 54, Smithers ▪ Public Library, Steelheads ▪ Hockey Club, Town of Smithers, Triumph Vocational ▪ Present to municipal councils and business sector to raise literacy awareness ▪ PP presentations to Chamber of Commerce, Rotary Club and town and village councils ▪ Partners: <ul style="list-style-type: none"> ▪ LOC, Smithers Public Library, NWCC, Regional Literacy Coordinator (NWCC), Decoda Literacy Solutions 	<ul style="list-style-type: none"> ▪ The "I COUNT" high school program will begin in September 2012 ▪ An expanded Adult Education program will begin in September 2012 ▪ Continued collaboration with NWCC ▪ Kyah Wiget Education Committee formed, lead by education administrator 	<ul style="list-style-type: none"> ▪ Goals, objectives and strategies were rewritten and carried over to 2012-13 for completion See page 14 for details

<ul style="list-style-type: none"> ▪ Houston Link to Learning ENP application ▪ Houston Link to Learning Development of an ENP application to support long term financial stability of HLL ▪ Houston Link to Learning Strategic Plan ▪ Houston Link to Learning Development of a Strategic Plan to support the growth and development of Houston Link to Learning 	<ul style="list-style-type: none"> ▪ Organize a Praise-A-Reader Fundraising & Awareness campaign ▪ Businesses and individuals sold local newspaper for donations ▪ “I read because...” awareness campaign in newspaper ▪ Partners: ▪ Interior News, LOC, NWCC, SCSA, SD 54, Smithers Public Library, ▪ 21 local businesses ▪ Expand Aboriginal Learning Workshops ▪ Discussions with each stakeholder held & guest speakers approached ▪ Elders in Residence launched ▪ Totem Pole raising at NWCC ▪ Partners: ▪ Dze Ʊ K’ant Friendship Centre, SCSA, NWCC, LOC, SD 54, Smithers Public Library 		
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BV Literacy Coalition Goals and Measurables for 2011-12 & 2012-13

Goals	Objectives	Strategy	Indicator
Increased Community awareness & support for literacy programming	Literacy awareness = increased understanding of role of Coalition Local business buy-In	<i>Create a face book page, connect page to other community pages</i>	# of friends # of viewings Range of sectors represented
Increase membership of Literacy Coalition to broaden collaboration in the communities	Collaborations/partnerships increase Spread the positive effects	<i>See Coalition as a literacy initiative in itself</i> <i>Develop a list of potential members and invite new member(s)</i> <i>Decide on how and when to invite new member(s), i.e. special sessions</i>	# of participants # of meetings and attendance at meetings # of partnerships # offerings /courses /events
Improve access to relevant workforce development	Collaborations for program delivery Accessible education opportunities for Aboriginal students Region offers opportunities for youth Tentacles to all areas/ access/ funding	<i>Create a link to Industry, Service Canada, Small Business, Work BC</i> <i>Understand employer needs</i> <i>Develop internal communication plan to strategically share information from this sector</i>	Number of courses & number ppts Increased partnerships Successful completion rates Number of enrollments, completion Number of offerings Number of youth engaged in programs
Support opportunities for families to embrace lifelong learning	Culture of Learning	<i>Each coalition member to consider ways to support existing opportunities and look for additional shared opportunities and partnerships, e.g. advertising for each other's events, scheduling, passing on Coalition information</i>	Increased participation Shared strategies across the district Partnership acknowledgements

4) Goals and actions for the current year:

c. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ As issues and opportunities identified themselves the plan was adjusted, additional items were added to the work plan and some of the time frames for development or delivery were delayed <p>Added to the work plan:</p> <ul style="list-style-type: none"> ▪ Houston Link to Learning ENP application ▪ Houston Link to Learning Strategic Plan ▪ Participation in Community Learning Centre Committee 	<ul style="list-style-type: none"> ▪ Initially we had six goals, which we trimmed down to four more concrete, attainable goals ▪ In times of fiscal restraint we “dropped” the goal of establishing a Community Learning Centre. Instead, we would focus more on supporting community learners collaboratively and to use space at NWCC and the Ground to Griddle Kitchen to facilitate learning sessions ▪ We felt we had more input and involvement from all stakeholders 	<ul style="list-style-type: none"> ▪ We added the high school level program after completing a needs assessment ▪ Cutbacks to NWCC will limit their support 	<ul style="list-style-type: none"> ▪ We found that we needed to regroup and refocus the Coalition in order to meet member needs ▪ Many new opportunities presented themselves over the year and were acted on in each community according to need, e.g. youth not attending school was looked at in 3 different ways, yet the fact that the Coalition exists allowed some of this to happen faster and smoother than it otherwise may have

5) Indications of success:

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

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ Strong community connections allow Houston to respond in an effective manner to challenges and opportunities as they arise within the community ▪ Strong support from the community – people do not give up <ul style="list-style-type: none"> ○ Local College Campus currently undertaking a restructuring process; strong community involvement ▪ Grass roots support for learning ▪ Work that is done as a community as a whole <ul style="list-style-type: none"> ○ I.e. active participation in the college planning session (70 people) 	<ul style="list-style-type: none"> ▪ Collaborations give us the tools to develop quality programs, which translate into improved participation, sharing of costs, and reaching a bigger audience ▪ Willingness of other organizations and businesses to collaborate ▪ Community groups host their meetings at NWCC or Smithers Public Library – through literacy events the general public has become aware of usefulness of facilities ▪ Aboriginal graduation increases over time ▪ Other organizations and businesses open their doors to our events 	<ul style="list-style-type: none"> ▪ Increased community input ▪ Community has decided social assistance requires educational component 	<p>Members of the Coalition find that their literacy work is supported through their involvement with the Coalition:</p> <ul style="list-style-type: none"> ▪ Willingness to work together to share resources is evident ▪ Moving beyond outside facilitation: now find facilitation by Coalition members more focused and targeted, more effective and efficient ▪ Increased number of meetings because members wanted more ▪ Coalition members provide guidance and support to realize LOC goals ▪ Expertise easily and willingly shared ▪ Collaborations address the learning needs more effectively of more learners (e.g. SD 54 moving alternate schools into the community spaces of coalition members: NWCC and Kyah Wiget) ▪ More diverse learning opportunities offered to community members (NWCC, SD 54, Library computer training, community kitchen, Elder in Residence) ▪ Cook training in Houston (ACE-IT) and Moricetown Cook’s Helper (SD 54/NWCC/Kyah Wiget)

5) Indications of success:

b. What impact have the literacy initiatives had? It is important to include examples to illustrate the impact

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ YEP, high school, NWCC, employer – wrap around approach ▪ Food skills for families – comments from families ▪ Education & literacy is respected at the various tables ▪ Individuals, family literacy, groups, community impact – concerns will come up at the table ▪ Strong awareness of all services within the community and where people can obtain additional service ▪ Increased attendance/ participation by literacy learners at community events 	<ul style="list-style-type: none"> ▪ Community awareness about literacy has increased ▪ Willingness of other organizations and businesses to collaborate has increased ▪ Participation/ attendance by literacy learners at general community events have increased, e.g. Community Kitchen participants visit the weekly farmer’s market; participation in Enbridge pipeline hearings from all socio-economic and cultural groups; adult learners participate in Making Waves community dance project ▪ People report that they are using healthier recipes and healthier food at home ▪ Aboriginal graduation rates have increased over time ▪ “In our Backyard” talks at the Smithers Public Library: overall statistics has increased, both for circulation and people coming to the library, since speaker series was introduced 	<ul style="list-style-type: none"> ▪ Four post-secondary graduates, including one medical doctor ▪ Five adult graduates ▪ Increased high school graduation rate ▪ Cook’s Helper course-students have jobs ▪ Increased enrollment for 2012-2013 courses 	<p>The Coalition is a literacy initiative in itself. Also, each of the literacy initiatives has helped strengthen the Coalition in some way:</p> <ul style="list-style-type: none"> ▪ Personal relationships and understanding of various programs ▪ Members want to attend meetings and in fact increased frequency of meetings ▪ Partnering increasingly easy to accomplish and often have buy-in from multiple partners ▪ New ideas/sharing has become an important aspect ▪ Build on strength/success ▪ Successes have spawned spin-off programs ▪ SD 54 has addressed youth not attending school in different ways in each of the 3 communities ▪ Identity - supported by others so we each feel stronger because of our involvement in the Coalition

	<ul style="list-style-type: none">▪ Overall increase in participation in library events▪ After-school program at the Smithers Public Library – program was struggling to find space, and Hudson Bay Mountain ski office opened their facilities to meet the need (literacy awareness)▪ Why are Examples important?▪ Examples make our ideas concrete and visible and help us see what the actions we have taken look like▪ We can clearly demonstrate the success of our work.▪ By drawing a picture, we can predict what our work will/would look like		
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5) Indications of success:

d. What are the things that support literacy work?

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ The Literacy Task Force ▪ Long term staff involved in literacy ▪ Overall knowledge of staff, volunteers and organizations involved in literacy ▪ Active long term participants – who act as guides to new learners ▪ Volunteers ▪ Systems do support the literacy work – acknowledgement of administrative support that allows collaboration and partnership for the literacy work 	<ul style="list-style-type: none"> ▪ We have become good at creating buy-in ▪ Concrete activities/projects make collaborations easier by asking for what we need ▪ Willingness of Task Group organizations to meet and collaborate ▪ Find an experiential project and tie literacy into it (e.g. Ground to Griddle Kitchen, Elders in Residence) ▪ Somebody has an idea and we can support and partner ▪ Increase in literacy awareness shifts thinking of idea of literacy (i.e. literacy is a spectrum) among community members and they realize that literacy is tied to many aspects of life ▪ Developing an understanding of pre-literacy is complex, takes a long time and is expensive (e.g. adult basic literacy programs) ▪ Understanding among community members of how literacy affects everyone in our community from individuals to families, employers, agencies and businesses 	<ul style="list-style-type: none"> ▪ Band Council- Kyah Wiget Education Society ▪ Opportunity to succeed and to access job opportunities ▪ Increased student success 	<ul style="list-style-type: none"> ▪ Updates ▪ Sharing challenges ▪ Group brainstorms ▪ Fresh perspectives ▪ Sharing funding ideas ▪ Uniqueness of rural communities ▪ SD 54 admin has huge increased awareness of community needs and literacy realities in our communities ▪ Literacy outside of school ▪ Developing local resources to meet local needs - Cultivating Wisdom, Wit’suwet’en Textbook ▪ Social development as part of literacy development, e.g. community kitchens and gardens, family nights ▪ Job training programs ▪ Recognition that early literacy is very complex for adults ▪ Successes in one community spawn attempts in others

6) Challenges :
 a. What are the difficulties?

Houston	Smithers	Moricetown	Coalition
<p>Provincial Level</p> <ul style="list-style-type: none"> ▪ Not providing core funding for literacy ▪ Uncertainty of what funding will look like ▪ Downloading of services to non-profit, impacts people and the organizations ▪ As always, decreasing budgets make it difficult for many programs to continue to operate. Cuts to library programs negatively affect literacy. ▪ Lack of training for literacy practitioners and organizations <p>Community Level</p> <ul style="list-style-type: none"> ▪ Low enrollments challenges related to course offering ▪ Distance learning – learning with technology is a challenge for some students ▪ Partnering with ourselves can create silos ▪ Finding time to work together face to face ▪ Regionalization of services and reliance on technology for services - taking out the whole human factor 	<ul style="list-style-type: none"> ▪ It takes time to measure the impact and attribute it to the work we do ▪ Less likely to see change over one or three years versus ten to twenty years (e.g. Aboriginal graduation rates) ▪ Impact may not be seen on participant, but on their children ▪ Programs are expensive to run (e.g. community kitchen) ▪ Administrative processes are more onerous, even researching funding, and detract from service delivery ▪ Changes at NWCC will necessitate further collaboration if we want to maintain access to learning opportunities for all community members 	<ul style="list-style-type: none"> ▪ Attendance ▪ Lack of community resources ▪ Lack of job opportunities ▪ Cutbacks to NWCC 	<ul style="list-style-type: none"> ▪ Coalition still works best for members – how do we expand the Coalition goals and ways of operating to all – particularly K-12 teachers ▪ Teacher job action this year has impacted SD 54 attendance ▪ NWCC funding cutbacks means decreased capacity for front line staff and instructors (implementation level) and for those attending Coalition ▪ LOC funding after implementation funding is spent is not sufficient for the job they are expected to carry out ▪ Bringing other sectors to the table while maintaining our successes ▪ How do we communicate the work we do and opportunities to the rest of community members?

<ul style="list-style-type: none">▪ Students with special needs are at a high level within the community▪ Transportation is a major issue within the community and between communities▪ Clients with mental illness need more support▪ Number of young moms with limited supports and lack of childcare and funds			
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6) Challenges :

b. What would help?

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ DECODA having better connection to the field ▪ Recognition of what is needed to support community literacy by both federal and provincial governments ▪ Sustainable funding which would allow for long term planning – minimum of 5 years ▪ More resources to support high number of special needs learners ▪ Better communication ▪ What kind of skills are learners going to need in the 21st century? ▪ Task Force should provide feedback to the Ministry of Ed regarding prescribed learning outcomes, and instructional resource packages 	<ul style="list-style-type: none"> ▪ Ongoing support and sharing of resources from Decoda Literacy Solutions ▪ Keep goals concrete and attainable ▪ Each organization needs to commit to a goal and action ▪ Overlap Literacy Awareness events with other events and celebrations in our community, such as <i>Smithers' Spirit of the Mountains Festival</i> to ensure buy-in ▪ LOC does not need to "own" all goals – stakeholders can collaborate on their own ▪ Start planning events early ▪ Recruit volunteers ▪ Sufficient funding ▪ Support and awareness from the local community 	<ul style="list-style-type: none"> ▪ Secure funding- more than yearly- ability to plan short and LONG term ▪ New BC Education Plan has innovative ideas- need to begin! 	<ul style="list-style-type: none"> ▪ Expanding our regular members to include K-12 and college teaching staff and re-establishing Friendship Centre involvement ▪ Ministry of Education and AVED with sustainable funding for literacy ▪ Education Administrator from Kyah Wiget Education Society can represent BV Lit Coalition on the Aboriginal Education Council ▪ Ensure communication is easily accessible to all stakeholders

For the coming year :

1.) Are there new opportunities, challenges or issues in your community? How will you respond to those?

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> ▪ Literacy & Safety ▪ Health Literacy ▪ Job Readiness piece: "Off the Couch" – Essential Skills for Work entitlement ▪ Financial Literacy ▪ Community Learning Centre ▪ How to support distance education Learning Circles opportunities ▪ The new time table at the high school may allow us to be more responsive in program offerings and to student needs 	<ul style="list-style-type: none"> ▪ Changes at NWCC will necessitate further collaboration if we want to maintain access to learning opportunities for all community members ▪ The Bulkley Valley Learning Centre (SD 54) is moving into NWCC, opening doors for students to transition to post-secondary education ▪ Community Learning is partnering with the Youth Empowerment Program (SCSA) to facilitate a Youth and Media project 	<ul style="list-style-type: none"> ▪ Continue coordination with SD 54 and NWCC ▪ Need to coordinate with Friendship Center ▪ Include the Aboriginal council – SD 54 ▪ A new Wit'suwet'en History book has been published and curriculum will be developed ▪ Connect more with the Office of the Wit'suwet'en around cultural programs 	<ul style="list-style-type: none"> ▪ We have new partnerships around alternate schools in each community that will need attention and work to be maintained. The Coalition will play a role in this ▪ Increasing Coalition membership continues to be a challenge ▪ Better connect the work of the BV Lit Coalition with the Literacy Outreach Task Groups and other committees each of us also attend ▪ Early Literacy Teachers within SD No 54 will enhance the focus of literacy in the primary grades and will be invited to join the Coalition

For the coming year :

2.) What goals, priorities or objectives will you work on in the coming year? What actions are planned against the goals?

Houston	Smithers	Moricetown	Coalition
See page 25	See page 26	<ul style="list-style-type: none"> ▪ "I COUNT" Aboriginal high school program ▪ Coordinate with SD 54 / NWCC- Intro to Trades ▪ ACE-IT program- culinary arts in Houston ▪ Continued support of new elementary programs 	<ul style="list-style-type: none"> ▪ Explore the possibility of creating MOU for procedures and protocols for partnerships ▪ Increased understanding for everyone of what Coalition can accomplish, not just those at the coalition table ▪ Increased membership for at least some of the meetings in order to expand the positive outcomes ▪ Improved communication strategy beyond the Coalition to stakeholders

Houston in the Coming Year

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

Goal	Partners/Stakeholders	Actions/Events
Transportation Plan to support public transportation	District of Houston Dze L K'ant Friendship Centre Society – Houston Centre Literacy Outreach (LOC)	<ul style="list-style-type: none"> ▪ Updating of ENP application ▪ Promote public transportation to Town Council ▪ Promote public transportation within the community
Organize Literacy Awareness Campaign: <ul style="list-style-type: none"> ▪ Praise-A-Reader fundraiser ▪ First Book Distribution 	Houston Today Local businesses NWCC Houston Schools Houston Public Library Work BC Houston Link to Learning Literacy Outreach (LOC)	<ul style="list-style-type: none"> ▪ Interview a variety of community members for "I read because..." campaign ▪ First Book Distribution ▪ Develop an awareness campaign
Social Justice Training workshops	Northern Society for Domestic Peace Adult Literacy Practitioner Regional Literacy Coordinator Literacy Outreach (LOC)	<ul style="list-style-type: none"> ▪ Completion of workshop curriculum ▪ Delivery of timetable and plan ▪ Delivery of Workshops
Health Advocacy program	Northern Health Literacy Outreach (LOC)	<ul style="list-style-type: none"> ▪ Identify process required to support individuals with low level literacy and health issues and needs. ▪ Support or work with Northern Health in delivery of programming
Houston Link to Learning ongoing support for ENP application	Houston Link to Learning Literacy Outreach (LOC)	<ul style="list-style-type: none"> ▪ Ongoing support to HLL in the development of an ENP for organization
Development of Financial Literacy Programming	Adult Literacy Practitioner Literacy Outreach (LOC)	<ul style="list-style-type: none"> ▪ Registration and training for delivery of Money Matters ▪ Set up training dates for 2012/2013

Smithers in the Coming Year

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

Goal	Partners/Stakeholders	Actions/Events
Celebrate Literacy Week	Literacy Outreach (LOC) NWCC SCSA –Community Learning SD No 54 Smithers Public Library Steelheads Hockey Club Town of Smithers Work BC	<ul style="list-style-type: none"> ▪ Activities in Schools ▪ Skate for Books event ▪ Family Play Day ▪ Events at Smithers Library ▪ Community Kitchen Open House ▪ Family Literacy Day activities ▪ Come up with new event/activity
Organize Literacy Awareness Campaign: <ul style="list-style-type: none"> ▪ Praise-A-Reader fundraiser ▪ “ I read because...” community awareness 	Interior News Literacy Outreach (LOC) Local businesses NWCC SCSA –Community Learning SD No. 54 Smithers Public Library Work BC	<ul style="list-style-type: none"> ▪ Local businesses and task group members to sell newspapers for donations ▪ Interview a variety of community members for “I read because...” campaign
Offer financial literacy Workshops to elementary school children	Literacy Outreach Royal Bank of Canada (RBC) SD No 54 Volunteer Smithers (SCSA)	<ul style="list-style-type: none"> ▪ LOC will develop workshops for younger students ▪ RBC has workshop series geared toward grade 7 students ▪ RBC staff will volunteer and deliver workshops
Aboriginal Learning Workshops	LOC Moricetown Band NWCC , First Nations Access Coordinator SCSA SD No 54, Aboriginal Principal Smithers Public Library	<ul style="list-style-type: none"> ▪ Plan a series of cultural field trips and lectures/workshops
Celebrate Smithers Centennial	All Stakeholders	<ul style="list-style-type: none"> ▪ Library – organize a “Smithers Reads” ▪ Totem Pole project
Improve Aboriginal graduation rates	SD No 54 NWCC Kyah Wiget Adult Learning Centre (Moricetown)	<ul style="list-style-type: none"> ▪ Support learners by offering more choices and electives ▪ Personalized learning ▪ Transition SD 54 programs into college programs ▪ First Nations learners can access Moricetown upgrading program ▪ Add more Aboriginal content to curriculum

For the coming year :

1.) What will be required to meet the goals and effectively employ actions for the coming year?

Houston	Smithers	Moricetown	Coalition
<ul style="list-style-type: none"> • Continued financial support with funding being received up front • Refine the work of the Task Force – revisit the goals and objectives that were originally written and review • More cohesiveness with the Coalition – create stronger linkages between the Coalition and the community to further literacy activities 	<ul style="list-style-type: none"> ▪ Each Task Group organization needs to commit to a goal and action and follow through ▪ Dedicate enough time to organize and coordinate activities/events ▪ Recruit volunteers to support the activities/ events planned for the year 	<p>Administrative time to organize and coordinate all programs</p>	<p>Our goals have been set for the new year – see page 14</p>