



District Literacy Plan Update

June 2012

School District #74 (Gold Trail)

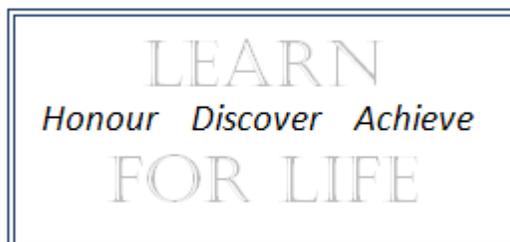


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School District #74 (Gold Trail)

Community Literacy Coordinator: Shirlee Johnson

District Context

School District #74 (Gold Trail) continues to address the challenges and opportunities of declining enrolment and the geographic distance between our communities. All of our communities are experiencing the loss of employment and increased numbers of families living below the poverty line.

Gold Trail has supported the Community Literacy planning process since 2006 through the provision of time for district staff to work with community members. This year, the district continued to support the community literacy planning process by providing time for a school principal to serve in the role of Community Literacy Coordinator for the purpose of facilitating communication among and between community groups and with those groups and the Board of Education.

The District Literacy Plan was submitted in July 2010. At that time, three of our four communities received implementation funding from 2010 LegaciesNow to support their community plans. The fourth community, Lillooet and area, received their funds in 2005 and no longer receives implementation funding to support their plan.

Literacy Outreach Coordinators for 2011 – 2012 are:

Ashcroft/Cache Creek/Bonaparte/Spences Bridge/Cook's Ferry – Ann Belcham

Clinton – Daniella Dyck

Lillooet – Toby Mueller

Lytton – Jeanette Duncan

Each coordinator worked with the support of a task force group to address the goals as articulated in their individual community plan.

This report constitutes an update to the District Literacy Plan. A complete copy of that plan can be found at the School District #74 (Gold Trail) website. www.sd74.bc.ca

The District Literacy Plan represents the commitment of the school district to work with communities to improve literacy. This plan represents the collaborations that have occurred in our communities with the school district at the table as a partner. This update does not include the work of the district to support the achievement of learners K – 12. That work is fully described in the Achievement Contract and the district planning document ‘The Three Year Achievement Map’. In addition to the District Literacy Plan, both of these documents can be accessed at the school district website, www.sd74.bc.ca

District Goals and Actions for the Current Year

The work of the district Community Literacy Coordinator was guided by the following two goals:

1. to coordinate the implementation of goals as identified in each Community Literacy Plan; and,
2. to support greater collaboration between schools and community in support of healthy community.

Actions:

- facilitated communication between LOC’s by hosting four face to face meetings and through email communication;
- member of task force for Bridging to Literacy (Ashcroft/Cache Creek/Bonaparte/Spences Bridge communities);
- provided training and support materials for One to One Reading tutors along in Cache Creek and Clinton;
- attended and supported Unplug and Play activities during family Literacy Week;
- worked with Action Schools to provide support for a community member to become an Action Schools trainer;
- supported Golf in Schools program delivered to students by a community member to students at Cache Creek Elementary and Lytton Elementary;
- provided financial support for Healthy Living Day in Ashcroft/Cache Creek; and,
- maintained the ‘Bright Red Bookshelf’ in Cache Creek.

Indications of Success

In all of our Gold Trail communities the work of the community task force groups is becoming more public. People are noticing the work that is being done and are talking about literacy. Some of the common threads are:

- bookshelves for public use – take a book, leave a book or ‘The Bright Red Bookshelf’;

- Books for Babies – most communities have an established program for ensuring that our youngest citizens receive books that they can enjoy;
- most communities hosted one or more Family Literacy Night events during Family Literacy Week in January;
- increased public awareness through newspaper articles, brochures and actions within communities; and,
- Early Learning Networks in place in some communities.

District policy supports the use of available school space by pre-school providers and the district offers several programs for pre-school children and their parents including PALS (Parents as Literacy Supporters) and Camp Boost, a summer language camp. Further the district has established three Strong Start Centers.

Challenges

We continue to be challenged to meet the needs of adult learners in most of our communities. At present adults who wish to complete a Dogwood Diploma may enroll in a local secondary school or through Distributed Learning. Most communities recognize the need to provide more individualized support for many of these learners.

Our programs and offerings for our youngest learners are not fully subscribed. Many families are not taking advantage of these learning opportunities. Possible reasons are difficulties with transportation or a lack of comfort with being present in a school setting.

Despite the availability of programs for pre-school learners, our district EDI results have not improved. Forty-four percent of our kindergarten students are vulnerable in one or more scale. Our two areas of greatest vulnerability continue to be the domains of Physical Health and Well Being and Communication Skills and General Knowledge.

Each of our Literacy Outreach Coordinators experienced difficulty with ‘volunteer burnout’ of task force members. Attendance at meetings was inconsistent and there was need to ‘recruit’ new people and to broaden the community involvement in the work of the group.

Each community faced challenges with ‘getting the message out’. Newsletters are not always read, many families do not subscribe to local papers, and many lack internet access. Each task force is seeking better ways to communicate that will be effective in their community.

Plans for the Coming Year:

- provide support for One to One Reading by assisting interested schools with the recruitment and training of volunteer tutors;
- facilitate four face to face meetings of Literacy Outreach Coordinators – one in each community;
- continue to provide information and assistance to Literacy Outreach Coordinators upon request;
- facilitate communication among Literacy Outreach Coordinators and between Literacy Outreach Coordinators and district staff as needed;
- work with communities to explore ways to increase attendance and participation in all community literacy events; and,
- continue to look for ways to bridge the work of the Health Promoting Schools Network and Community Literacy groups;
- Invite Literacy Outreach Coordinators to attend Health Promoting Schools meetings.

Respectfully submitted,

Shirlee Johnson

Ashcroft/Bonaparte/Cache Creek/Spences Bridge/Cook's Ferry
Organization: Bridging to Literacy
Literacy Outreach Coordinator: Ann Belcham

Community Context

In the past year, there has been little overall change in the economic picture in the area. One area of discussion was the 2011 census. Ashcroft and Spences' Bridge both saw a decline of population from the census in 2006 to the census in 2011. Spences' Bridge's population dropped by 1.2% and Ashcroft's population dropped by 2.2%. The remaining communities saw growth with the Ashcroft Indian Band increasing by 52%, Bonaparte Indian Band by 8.7% and Cache Creek by 0.3%.
(<http://www12.statcan.gc.ca/>)

There are now an increased number of opportunities for children in the area; preschools, a Strong Start Center, dance, sports (hockey, soccer, tennis, swimming, and swimming lessons), Beavers, Cadets. This year the Winding River Performing Arts Society presented a play featuring actors of all ages. Many youth participated. Bonaparte Indian Band youth coordinator established a program of activities that included tutoring and homework help for students.

Further we have seen a few more opportunities for parents and adults. The Healthy Beginning Program continued to offer parents an opportunity to network and learn from each other while their children play. In addition the facilitator was able to bring in presenters on topics of interest such as nutrition. Fitness classes were offered by local facilitators.

In the area of literacy, there is more knowledge amongst the people of the area about the different types of literacy. A GED class was held in the fall and 4 people completed it. There weren't enough people registered in the spring class to run it. Five people inquired about Partner Assisted Learning and one will be receiving help from a volunteer tutor. One person will begin when they are able to and three people have left the area. The Bonaparte Band is offering two Adult Basic Education courses free of charge that started in June. These courses are open to all people in the area.

Spences Bridge has experienced a set back as they did not receive a grant from the New Horizons Seniors Group. They also lost funding for their Community Access Point when the federal government shut that initiative down. This tiny community was very active in many areas of literacy.

Task Group

• Member	• Occupation
• Brenda Antoine	• Ashcroft and District Employment Services
• Deb Arnott	• Community Futures Sun Country Manager
• Ann Belcham	• Literacy Outreach Coordinator
• Lisa Dafoe	• Cache Creek Village Council
• Denise Fiddick	• South Cariboo Elizabeth Fry Society
• Shirlee Johnson	• School District 74 Literacy Coordinator
• Carmen Ranta	• SD 74 Trustee and Cache Creek Representative
• Mavourneen Varcoe-Ryan	• SD 74 Trustee and Spences Bridge Representative

There is an email distribution list of 30 people that we share information with in the region.

Bridging to Literacy task group meets monthly and the goals are discussed and actions put into place. The LOC does the research and puts out information, with any necessary attachments, to the members and the community. At this time, the LOC does the implementation of activities with some members helping out. We have been experiencing volunteer burnout as many of the committee members volunteer with several other groups.

There is some difficulty ensuring that we have Band representation at the table. It is hoped that we get a person to represent all the bands attending the meetings or have that person receive the minutes and other information, discuss it with the bands, and respond for them.

Community Development and Literacy Collaboration

Key collaborations to support Bridging to Literacy's ongoing collaborations with the following:

Interior Health Authority:

- handing out My Baby Loves Books bags to mothers of new babies. These bags have literacy materials in them from both Bridging to Literacy and Public Health.

Community Resources Society

- The LOC sits at the table and helps to learn what is happening in the community and how Bridging to Literacy might be able to help/support them.

School District 74

- partnership with the principal of the secondary school to help youth and adults who wish to obtain their Adult Dogwood. There have been discussion around working together with a learning center in the area for adults who wish to upgrade their literacy skills.
- use of games to promote family literacy night in Cache Creek, and to help promote One to One Reading in the district.

Ashcroft and Cache Creek Libraries

- to promote the use of the local libraries on Facebook as necessary.
- one of the libraries donated two boxes of books for the Red Bookshelf.

Elizabeth Fry Society

- carries information from Bridging to Literacy in their office. They are also involved in taking calls for people who wish to register for tutoring. They provide space and look after the clients who want help in filling out forms and having documents/letters read and explained and assist them to respond to these letters and documents.
- the LOC promotes programs put on by the E. Fry Society and is purchasing them materials for their adults in families programs (Mother Goose, Nobody's Perfect Parenting programs) from a Raise A Reader Grant.

Community Futures

- provides space for meetings
- disperses information through their network
- photocopying, etc. necessary to do business

Newspapers

- The Ashcroft and Cache Creek Journal have donated newspapers for the local Raise a Reader, published articles written by the LOC and have published articles and pictures of activities done by Bridging to Literacy.
- The Rattler has been sent information to be published in their newspaper

Make Children First

- The LOC sits at the table to learn what is happening in the area with children ages 6 and under
- received a grant for child minding when tutors and/or adult learners need it.

These collaborations work well as the groups help to obtain/disperse information, provide space and/or materials, and support activities that promote literacy in our communities. These are the groups that will help specific learning activities become sustainable in the community.

Goals and Actions for the Current Year

Everything is based on the Community Literacy Plan and its accompanying Action Plan.

The Action Plan has three areas of focus

1. To promote literacy awareness leading to increased referral to and utilization of learning opportunities.
 - a. The goal was to attend events, celebrate literacy awareness, develop a greater LOC presence, foster or continue to foster a relationship with the media, participate in meetings and on committees and network, create promotional material, continue to promote the Red Bookshelf, connect regularly with all Bridging to Literacy members and community, and continue to foster literacy awareness through articles.
 - b. Progress:
We continue to work on the following:
 - i. The LOC attends meetings with Community Resources Services and Make Children First.
 - ii. A booth was at the local Fall Fair to promote our group.
 - iii. The LOC presented at the Ashcroft Village Council on different types of literacy.

- iv. Put on Raise a Reader to bring more awareness of literacy in the communities.
 - v. Free books draws were held during the year.
 - vi. Family Literacy Week activities in all communities which included physical, family, and reading literacy.
 - vii. Booth at Make Children First Carefair to promote literacy.
 - viii. Articles were submitted to the Journal and Rattler, the Bands and put on three to four groups on Facebook
 - ix. Added a third Red Bookshelf to Cache Creek and maintained the Red Bookshelf in Ashcroft. Obtained books to put on the bookshelf from several sources and encouraged a person to help look after the bookshelf.
 - x. Emailed and Facebook messages to members as required.
2. To reflect and respect diverse perspectives of the community as a whole and to increase commitment to work on issues together
- a. The goal was seek out new partnerships, network with other literacy resource people, provide literacy programs and supports within the area, provide support to early learning programs, provide One-to-One training, partner with service providers who connect with high risk individuals to help develop readiness in learners, work with the Employment Center to explore the option of establishing an onsite literacy support group, collaborate with local First Nations about barriers to participation in learning programs.
 - b. Progress:
 - i. New partnerships have been developed with Make Children First and the principal of the local secondary school. Also became a part of a group who is working towards promoting learner needs at all levels. Partnership with the Ashcroft and District Fall Fair to help them preserve their literacy materials required when putting on their fall fair.
 - ii. Two day workshop on Adult Literacy and Learning Centers with regional LOC's and Diana Twiss in Barriere.
 - iii. Three meetings with District Literacy Coordinator, Shirlee Johnson, and area LOC's.
 - iv. Attended fall training with Decoda staff in Kamloops. Networked with other LOC's in the area of Adult Literacy.
 - v. Read many articles on Adult Literacy that were recommended from meetings.
 - vi. pamphlets and cards are out in the community. 15 copies of West Coast Reader go to Elizabeth Fry Society each month.

- vii. Promoted a new local knitting and crocheting group in Cache Creek. and Science World night at Ashcroft Elementary School.
 - viii. Updated Early Learning pamphlet to include a new daycare in Ashcroft.
 - ix. Approx. 20 My Baby Loves Books bags handed out which contain literacy information (Ages 0 to 6 years old).
 - x. Promoted One-to-One reading volunteer training that Shirlee Johnson put on at Cache Creek Elementary.
 - xi. Brainstorming sessions with the Employment Center to identify adults who wish to further their education.
 - xii. LOC sits on a committee that is working a strategic plan for education and training needs.
 - xiii. Supported a Healthy Living Day put on by a local person.
3. To improve skills and increase resources to deliver culturally sensitive literacy material
- a. To address barriers to participation, include literacy opportunities, promote TNRD library programs and Family Literacy Week, explore an Arts Day, research Community Access Points, support and provide information to service providers on Family Literacy, support and facilitate One-to-One program, support and refer learners to Partner Assisted Learning, Adult Dogwood, Adult Basic Education, GED, and computer skills, ensure all Bands receive the information, attend First Nations, Parents Conference, support Band activities
 - b. Progress:
 - i. Obtained a grant from Make Children First for child minding (tutors and learners who require this).
 - ii. Information for Partner Assisted Learning is out and new locations will be on the Bright Red Bookshelves and a poster put in the Employment Center.
 - iii. Promotion of libraries has been on Facebook and bookmarks for both libraries at the Elizabeth Fry Society office.
 - iv. Family Literacy Week was held 6 nights and there were draws for every night with a grand draw the last day.
 - v. Supported Winding Rivers Arts and Performance Society with a donation so all people in the community could attend.
 - vi. Community Access Points were located in all communities and then found grant money ceased on March 30, 2012.
 - vii. Materials in My Baby Loves Books bags have family, health, and literacy information.
 - viii. promoted One-to-One training that Shirlee Johnson put on at Cache Creek Elementary.

- ix. Partner Assisted Learning materials is out in the community in four locations and on the Red Bookshelves.
- x. Committee formed to help see what learning opportunities are needed for the area.
- xi. Information has been sent out to the Bands and discussions had with two of the three Bands what they are doing during Family Literacy Week activities.
- xii. First Nations Parents Conference was not attended as it could not be found in the area.
- xiii. A volunteer helps people who require assistance with letter reading, collecting information or obtaining information in special circumstances.

There were few changes made to the plan this year. An Education and Training Strategic Planning Committee was formed from a concern about adults receiving support to meet their literacy goals (educational, employment and personal). We also supported a Healthy Living Day put on by a local person that had dieticians come in to present in the morning and breakout groups in the afternoon.

Indications of Success

- The Red Bookshelves have been a success. Approximately 1000 books have been put on and taken off the shelves in the area. Two people are trying to keep books on one of the bookshelves due to high usage.
- Twenty My Baby Loves Books bags have been taken to the Public Health Nurse. They have been highly received. One person privately asked for one as she uses the library all the time to get books for herself and her child.
- Six to eight people attended a knitting and crocheting group in Cache Creek during the winter. The group will start up again in the fall and there is hopes one will start in Ashcroft.
- Four people received the training for One-to-One reading at Cache Creek Elementary.
- Six people indicated they would like to receive Partner Assisted Learning. One person is in the program, one will start at a later date, one requested a onetime session, and three have moved away.

- Family Literacy Week was a great success with 150 people attending over the six nights. Each night, people registered by putting their name in for two free draws. There were two games nights; one at the Bonaparte and one in Cache Creek in which 50 people attended. There were two nights of physical literacy. The one in Ashcroft was physical activities families could do together in fun situations. In Spences Bridge, badminton was held at the Cooks Ferry Band gym. Story Time was held at the Ashcroft library in which a selection of stories was read, e-readers discussed and every child went home with a book. On the last day, there was free public skating at the Ashcroft skating rink. The grand prizes, which included an e-reader, were drawn. Several people asked if we would be doing Family Literacy Week again next year.
- Five people have been supported by a volunteer to understand information they have received and how to obtain information from other sources or to collect information they need when attending specific meetings. The volunteer writes down in plain language the steps that need to be taken.
- Requests have been made by two groups to have information put on several groups on Facebook. Response from using social media has been good.

Supports

- The bringing together of residents who support literacy in the area to find out collaboratively what is needed to support adults in obtaining their literacy goals.
- Continued open discussions at monthly meetings with all ideas accepted, discussed, and implemented.
- Community people stocking the Red Bookshelves.
- People calling to help with tutoring and adults beginning to inquire about Partner Assisted Learning.
- A feeling of more support for each other in the community. This has been shown when groups put on a literacy based activity such as a Healthy Living Day and Drama presentation, and we will support them by purchasing items or paying for presenters.

Challenges

New members need to be recruited for the group as we have 5 to 6 people at the table for most meetings. Most people sit on several committees are feeling volunteer burnout.

We also need representation at the table from the aboriginal community. If they can't attend, materials need to be sent out with one person being their liaison to the group.

Living in a rural area has its challenges as what can be provided to the community. We have to be creative and think outside the box to get things accomplished.

Need to continue meetings with other LOC's to talk about what each community/area is doing. This certainly helps when we share information.

For The Coming Year

Bridging to Literacy looks forward to another busy year.

One of the opportunities has been the community task group formed to bring community groups together to support adult learners. It will certainly be helpful to know which direction to take with adult literacy in our area, especially after a literacy needs assessment is completed.

One of our challenges is getting enough people at the table. The declining number of people at committee tables is noticed throughout the area. We are experiencing volunteer burnout as the same people are part of many groups within the area.

Most of the actions/strategies done this year will continue next year with emphasis put on Adult Literacy and partnerships with those members on the community task group.

Promote Adult Literacy in all communities through a variety of venues.

Continue partnerships with established groups and build a partnership with the three Bands in the area through visiting with their education coordinators.

Support Family Literacy programs at E. Fry Society.

Promote non-educational activities in the area which will include:

- hand work -- knitting, crocheting, quilting
- support for activities which promote literacy for all people.
- plan six days of Family Literacy for the end of January.

- Continuing on with the Red Bookshelves in communities.
- Continue participating with the community planning sessions that brings together the residents of Ashcroft, Cache Creek, and surrounding communities who are involved in helping others access education and training opportunities.

Though we have a small but active group at the table, we need to reach out to others in the community and support them when they promote literacy and its significance in all our lives. This will help promote many types of literacy in our area.

There needs to be continued open partnerships within the community to help adults meet their literacy goals for educational, personal and employment reasons.

Respectfully Submitted
Ann Belcham
Literacy Outreach Coordinator
Bridging to Literacy

Clinton
Organization: Clinton Community Literacy Committee
Literacy Outreach Coordinator: Daniella Dyck

Community Context

- Clinton has a population of 636 residents, 34.4% of which are of aboriginal decent. There are two First Nations Bands that have land claims near Clinton however, there are no neighbouring reserves.
- Average family income \$54,653 BC average \$80,501.
- 57.6% of 18 year olds and 22.6% of those 25-54 have not graduated from high school.
- Unemployment rate is 8.4%.

The above information is pulled from BC Stats. Schools District 74

- Community awareness is growing as literacy hosts events and classes. Some of the events that literacy has sponsored are:
 - Adult Computer courses,
 - Game nights inviting parents to come and play “unplugged.” We offer an array of board games to choose from, unfortunately this seems to have turned into a drop the kids off and they can play the games. This year we asked everyone to bring a non-perishable food item to donate to the food hamper.
- Literacy supports the fire department as they are trying to become certified by the College of the Rockies by administering all the testing that they are required to take.
- We have had various discussions regarding the “red book shelf” project but this does not seem to be a priority at the current time.
- Literacy has partnered with David Stoddart School to promote and implement a One-to-One reading program at the school. Literacy purchased the books required, helped to recruit and train volunteer tutors. The school coordinates the program.
- Literacy has also recently joined the Make Children First committee and is working towards building a supportive relationship all the while collaborating with the instructors. If we are successful in the CALP grant application we hope to use this collaboration to be able to collectively offer some parenting courses.

This has been a year of laying the ground work for the years to come. We have many opportunities and literacy feels that we have the support of the community to be able to implement many new programs in the near future.

Task Group

- The task group for most of this past year has consisted of Heidi Frank and Daniela Dyck, however we have four new members that are joining the task group, Sandi Burrage (Make Children First and Strong Start)), Nancy Rempel (School Board Trustee for Clinton), Tracy Fallstrom (community member) and Diana Guerin (Village of Clinton Councillor).
- As the task group for most of the last two years has consisted of just two members; the group met as needed and emailed regularly. The LOC also sent monthly reports to Council to keep the community involved and up to date.

Community Development and Literacy Collaboration

- Literacy is collaborating with Communities in Bloom in hopes of being able to partner and build a community garden. We would like to see this grow into a community project that will not just teach residents how to grow their vegetables but also how to harvest, preserve and turn into healthy meals.
- Literacy has partnered with the TNRD to apply for a CALP (Community Adult Literacy Program). The TNRD will provide the space and Literacy will host the program providing we receive the grant funding. We hope to take this program into Area E (70 Mile House) one day per week to make literacy more accessible for the residents in that area as well.
- Literacy has collaborated with David Stoddart School to promote and implement a One-to-One reading program at the school. Literacy purchased the books required, helped to recruit and train volunteer tutors. The school coordinates the program.
- Literacy recently joined the Make Children First committee and we are working towards building a supportive relationship all the while collaborating with the instructors. If we are successful in the CALP grant application we hope to use this collaboration to be able to collectively offer some parenting courses.
- Literacy has collaborated with Village council and they will now have a seat at the steering committee table. Our aim is to continue to promote literacy and healthy living with the Village of Clinton.

The essential ongoing collaborations are:

- Community Futures is now the steward of the funds for Clinton Literacy, this collaboration is vital to our programs sustainability.
- Literacy's collaboration with DSS is also crucial as they allow us to use their facility and equipment for some of our programs.

- Village of Clinton has been the steward of the fund up until this spring and our collaboration is vital to continue to provide programs with their support.
- DECODA's support and training opportunities is also vital to Literacy's sustainability.

Effective communication and cooperation between the parties involved in the collaboration make them work for our literacy group, as well as mutual respect of all participants and programs.

Goals and Actions for the current year

- Collaborated with DSS to implement one-to-one reading.
- Hosted family game night.
- Currently in Collaboration with CIB to implement a community garden.
- Researched possible courses and programs to implement in Clinton.
- Collaborating with local service groups to complete literacy needs assessment for Clinton.
- Applied for a CALP grant.
- Helped to promote TNRD library summer camp through advertising.
- Attended LOC meetings to network with LOC's in our district.
- Attended CALP training session in Barriere
- Partnered with TNRD to use library meeting room space for literacy starting September 2012.
- Joined the Make Children First task force.
- Collaborating with local health nurse to bring the Books for Babies bags to Clinton.
- Building awareness for literacy in Clinton.

Literacy worked diligently to build collaborative relationships with DSS, TNRD, Health Auxiliary, CIB, MCF and the Village of Clinton. These organizations have supported our programs and initiatives and have helped to make literacy more prominent in our community. Building literacy awareness was one of our main objectives this year and through programs and promotions we have succeeded in bringing Clinton Community Literacy to the forefront. Residents are eager to participate and look forward to literacy initiatives.

The main adjustment this year was to promote literacy and build awareness, as well as build collaborative relationships within the community. I believe that we have reached our target goals and are ready to implement new initiatives and programs in September.

Indications of Success

- Building partnerships and collaborations is enabling literacy to apply for grants to promote adult literacy in Clinton. It was identified that there are many children programs and opportunities for literacy however; a gap for adult literacy has been identified. Due to this information Clinton literacy has partnered with the TNRD and TRU to apply for a grant to bring adult literacy courses to our community.
- One-to-one reading has proven to be very successful, literacy will be training 3 more tutors in June to have them ready for September.
- Literacy's work with CIB to initiate a community garden will open other avenues of learning to local residents.

Things that supported literacy work were:

- Collaborations with local service groups support literacy the most in Clinton. This is a small community and volunteers are easily burned out as in most small communities it is often the same people volunteering for everything.
- Training opportunities often initiate new ideas and help to get people excited about literacy.
- Networking with other LOC's supports me in my position as I value my peers opinions, input and ideas.

Challenges

- Living in a small rural community with limited resources.
- First Nations collaboration and participation.
- Volunteer commitment.

To help overcome these challenges, a resources library for districts and more workshops promoting new learning ideas and programs would be helpful.

For the Coming Year

We are hoping that the newest opportunity will be a CALP program in September, as well as the new community garden. It will be challenging at first but like all new things we will embrace it and work diligently to promote the programs.

Literacy has met with consistent resistance from our First Nations; however we are committed to bridge this gap and work towards collaboration with the band. I have invited a member from

council to sit at the steering committee table and with the band being under new leadership I am optimistic that we will develop a relationship that is respectful of culture.

We will continue to advance literacy awareness in Clinton. We will offer parenting courses, adult computer courses and a “Healthy food for Families” course. We will continue to support one-to-one reading at DSS and work with partners to identify the literacy needs in our community. If we receive the CALP grant we will implement an Adult literacy program. We will continue to collaborate with our partners to deliver a well-rounded literacy program in Clinton.

A committed steering committee that will keep the Clinton Literacy Program focused and on task as well as brainstorm and implement new ideas and learning opportunities.

Respectfully submitted

Daniela Dyck, Clinton Literacy Coordinator
Box 531 Clinton BC V0K 1K0
250-459-2274 clintonliteracy@live.ca

Lillooet and area
Organization: Literacy Matters
Coordinator: Toby Mueller

Community Context

As LOC I have attended many formal and informal meetings since September 2011. I have listened to a lot of people's thoughts. I have read the local newspaper from cover to cover every week, read community group's websites and followed forums on the web. My work is informed by statistics that are available at the websites of the District of Lillooet, the Squamish Lillooet Regional District and School District #74.

Lillooet's economic prospects mirror the overall situation in Canada. There is not a consensus in the community about the health of our economy. There continues to be low employment, slow real estate sales, small business closures and emigration. There are several new small businesses and hopeful economic developments in the tourism and agricultural sectors.

The District of Lillooet has suffered some difficult infrastructure problems, which have exacerbated existing political divisions in the community.

The closure of the Adult Ed. Centre by School District #74 was perceived by many citizens to be a mistake and caused a setback in community relations for the School Board. The BCTF job action affected community member's perceptions of the education system. There are diverse responses to the job action but there is more discussion in the community about the children's needs, teacher's needs and the education system in general.

Print media in the community has changed dramatically. The Bridge River Lillooet News hired Wendy Fraser as editor. People are reading the paper again, and it has played a helpful role in the current situation in Lillooet. The articles are interesting, relevant and literate.

The District of Lillooet has been sending out a regular newsletter to citizens. This includes updates on community issues and helpful hints for home-owners (i.e.; water conservation, wild-fire safety etc.)

The St'át'imc Runner stopped printing in May 2011. There is no longer a mass audience print media for St'át'imc culture and politics. Community websites and Band newsletters fill some of the gap. Information about St'át'imc language and culture is moving in different ways. This has changed how I am able to stay abreast of events going on within the St'át'imc communities, and must be having an impact in the community as a whole.

It is inevitable that new cultural, social and economic developments will come out of the settlement agreement between B.C. Hydro and the St'át'imc people. It is still very early in the process, time will show how this change effects St'át'imcets and English literacy levels

There are some good news stories. The Upper St'át'imc Language, Culture and Education Society (USLCES) are engaged in an important St'át'imc language project, "Toward Reversing Language Loss Due to Residential Schooling through St'át'imc Language Documentation, Curriculum Development and Language/Culture Education." which will change how St'át'imcets is taught the Schools, and in the community. They will be doing "in family" immersion teaching of St'át'imcets.

USLCES also supports the I Wa Sxekstáli I St'at'imcetsa (IWSS) (St'át'imc Language Authority). Over the past year IWSS has produced preliminary guidelines for awarding St'át'imc Teaching Certificates. This work will standardize language teacher qualifications to fluency and teaching experience. Certification will be carried out by the IWSS.

The Aids Society of Kamloops (ASK) is running a pilot project in Lillooet housed in the Lillooet Friendship Centre. The project is a front line health navigator position, and will be a valuable asset for the people at highest risk in our community.

Task Group

Our task group is currently very small, comprised of the LOC (Toby Mueller), steward (Betty Weaver, Lillooet Area Library Association [LALA]) with added guidance and support provided by various community members on an ad hoc basis. Sarah Chandler (Lillooet Restorative Justice), Kerry Coast (writer/researcher/parent), Teresa Downs (Superintendent, SD#74) , Jane Duber (LALA Board of Directors), Kim Halayko (Teacher,SD#74), Shirlee Johnson (Community Literacy Coordinator, SD#74), Sharon Muranko (CALP Coordinator), Laura Rhodes (Aboriginal Wellness Coordinator), Wayne Robinson (Lillooet Recreational Centre Director) and Alanah Woodland (Health Navigator St'át'imc Health Hub) have all been valuable allies.

The LOC sends out monthly reports to the email list on the last page of this document. Comments, suggestions and feedback are welcomed. The LOC and steward work in the same office and can meet on a daily basis. We have monthly meetings.

Community Development and Literacy Collaboration

- The Lillooet Area Library Association provides essential administrative support to the LOC. The LOC and the Community Adult Literacy Program (CALP) are housed in the library offices. This enables a smooth flow of ideas and information between our programs. It is a great boost to all three programs that we work together closely.
- The LOC is the current Chair of the Community Resource Partners Committee (CRPC). This committee meets quarterly with representation from a wide body of social service providers (RCMP, MCF, St'át'imc Police, Community Mental Health, Public Health, BC Ambulance Service, St'át'imc Health Hub, Lillooet Restorative Justice and the District of Lillooet). It is a round-table group for the purposes of information sharing and collaboration.

The LOC attends the Make Children First Committee that meets quarterly to coordinate activities in the Early Childhood services community.

The LOC also hold the position of the Children's Literacy Coordinator at the Lillooet Public Library. I do monthly visits with each Head-start Program and a weekly Story-time at the Library. Being in regular contact with the Head-start programs helps facilitate the work of the Make Children First Committee.

The Lillooet Chamber of Commerce has provided financial support for our program and is a hub for local business people. The LOC attends the Chamber meetings as an observer.

- Collaborations work when people have shared goals and a job to get done. Trust is an important element to good collaborative work. A lot of the work of the LOC at this time is trust building, a process that takes time and shared experience.

Goals and actions for the current year

The goals of our Community Literacy Plan are complex and visionary. There are six areas of focus in the plan:

- Increased and ongoing collaboration in order to deliver literacy action in a comprehensive way.
- Funding. Securing stable funding for community based literacy projects.
- St'át'imc Language and Culture
- Adults, Youth and Youth at Risk
- Early Learning 0-6
- Getting to the Heart of the Matter

The diverse community groups who participated in creating the plan are enacting these goals. As I list these projects I include in brackets numbers relating to the goals listed above.

School District #74 holds critical roles and responsibility. It is not for me to list all the programs that they are enacting which affect the goals of the CLP. They provide their own reporting. Examples such as the Foundations program, a new alternative high-school program (4, 6), Parents as Literacy Supporters (5), or the Literacy Sunflower project they have created with the Bridge River Lillooet News (1, 4, and 6) are ways SD#74 is directly affecting the CLP.

There are other examples of community programs that give important ongoing support to the goals of the plan. The Chamber of Commerce is partnering with the Xwisten Band to continue the public bus service in the summer of 2012 (3, 4, 5, and 6). The Restorative Justice program provides support to youth at risk. Homework clubs at the Chillaxin youth centre in town and on each Reserve give young people a needed boost (4). The Lillooet Library and Food Bank's Book Bank project provides free books to families as does the Books for Babies Committee (5). The Lillooet Library has held "Story Jams" and movie nights which focus on different topics, bringing people together for learning and fun (6).

The goals of our plan are being supported through a wide variety of social, cultural and athletic activities occurring in the community. Culture Night at the Lillooet Friendship Centre (6), Lillooet Music Society (6), Lillooet Naturalist Society (4), Sat'atqwa7 Restoration and Nursery (3, 4, 5), St'át'imc Unity Ride (3, 4,6), Ucwalmicw Youth Training program (3,4), these are some key examples of the cultural context that make literacy work relevant.

My goal when first beginning the position was to learn about the CLP and what my job priorities were going to be. I committed to chairing the CRPC (1) and working with them on the Gabor Mate event, this event was attended by over 250 people from Lillooet and surrounding communities. Dr. Mate's talk directly addressed goals for youth at risk in our community. He gave an in-depth analysis of the effects of early childhood trauma on people's ability to learn. With the Make Children First Committee I helped organize and participated in the Kids Care Fair where over 50 families had the opportunity to learn about community resources available to them (1,3,5). In honour of our Baby Welcoming Ceremony hosted by the Books for Babies Committee, I worked with two St'át'imc language teachers. They did a translation into St'át'imcets of a lullaby. This song can be sung in many languages. We sang the song to the 150 assembled guests and have used it in the pre-school programs we work with (3, 5, and 6). I spent hours talking with diverse community members about the situation with Adult Literacy and education in Lillooet. I did a lot of work toward holding a gathering of all community stakeholders concerned with Adult Education and Adult Literacy. This meeting has yet to occur; it is one of the highest priorities at this time (4).

Indications of success

It is very difficult at this time to provide hard evidence of improved literacy rates in our community. We can see many signs of success, some I have already discussed.

What I see in the community is that existing programs are being heavily used: the CALP worker is busy, the Head-start Programs are busy, the PALS program is well attended, the NVIT college prep program has graduates, the Book Bank always needs (and gets!) new donations. This indicates that people are looking for and finding help. Success in literacy development comes down to individual people's lives. I see success when the single mother who finished high-school once her kids started school has enough money to buy herself a car. I see success in teenage mothers reading to their children. I see success when high risk youth chose the Library for a hang-out.

The specific actions that have been taken by the LOC have had an impact in the community. Feedback about the visit from Dr. Mate was overwhelmingly positive. Community members appreciated being able to have such high level professional development here at home, and also to share the learning experience with such a diverse group of community members. Events like this put people on the same page and help us develop common language and goals.

The Books for Babies Baby Welcoming event is also highly regarded and very well attended. Free books and a comprehensive information package are given out to every new baby in the community. The elders I worked with appreciated being involved in the event and thanked me for asking for their help.

Challenges

- The challenges in our community relate to the ongoing fracturing of family and communities divided by the legacy of colonialism, economic hardship and accelerated cultural change. Much of our community's economic and social development will rely on trust building and collaboration between different cultural and economic groups.

There is a lot of well intentioned activity on the part of institutions, which is not trusted by their constituents. This creates serious disconnects between the organizations that have the money and power to effect literacy levels and the communities they are meant to serve. For example, many adults do not feel comfortable entering a school, and are not able to be advocates for their children's education. At the same time, grass-roots community efforts toward literacy development lack capacity.

While the Community Literacy Plan process has developed in order to examine these issues and find genuine and sustainable alternatives to ensure literacy needs are addressed, it is doing so in a climate of severe economic restraint. Cutbacks to every public institution directly responsible for teaching and learning are a fact of the CLP process. We need to find new ways to meet literacy needs that will not over-burden an already struggling taxpayer.

Many people are “maxed out”. They are doing great things in their professional and volunteer work, but they can’t do more. It is precisely the tasks of collaboration and thinking “outside the box” that people don’t have time or energy to engage. It is for this reason that the CLP and LOC are important. The Plan is a hard won public document that makes very clear the things we need, to create vibrant and engaged learning societies in our community. The LOC position has a vital role to play in the development of strategies which will connect community groups, aid reconciliation and trust building and imbed good literacy practice into the institutions and groups who work for and in our community.

- Time, effort, and good faith are the most important elements to dealing with the challenges I have discussed. Embedding good literacy practice into all levels of community activity is the most cost effective method of improving literacy levels.

For the coming year

In the coming year it is a top priority to engage in widely based community discussion on the topic of adult learners. It is not my job to know what the outcome of such meetings will be, but to help people decide what will work best for people here and see what we can get started. I believe the urgency of this topic has the power to bring people together.

Being involved with existing committees is a good strategy for “meeting people where they are”, avoids some of the problems of volunteer burnout and keeps the issue of literacy in the minds of many people.

Trust building does not happen at institutional levels, but at the level of personality and relationship, I will continue to pursue the goals of the CLP in good faith. I will find projects that community members want to be involved in, because more than anything, doing something together will bring people together.

With the increased funding we have received this year we will be able to increase the LOC’s hours to 10hrs/week and have an operating budget. This will allow us to do more, be more visible and engage in new projects.

We will increase the programming in “Getting to the Heart of the Matter” focus area. We will hold a writing contest and support relevant cultural activities in the community.

We will pursue new funding options and partnerships.

List of Community Members Who Receive Monthly Lillooet LOC Reports

Val Adrian, Education Coordinator, Xwisten.

Ann Belcham , Ashcroft LOC.

Larry Casper, Trustee, SD#74.

Sarah Chandler, Lillooet Restorative Justice.

Kerry Coast, Task Force Member.

David DeRose, Aboriginal Principle, SD#74.

Teresa Downs, Superintendent SD#74.

Jane Duber, Lillooet Area Library Associate, Board Member.

Daniella Dyck, Clinton LOC .

Wendy Fraser, Editor, Bridge River Lillooet News.

Leona Gadsby, Decoda.

Laura John, Teacher SD#74.

Shirlee Johnson, Community Literacy Coordinator, SD#74.

Jim McArthur , Trustee, SD#74.

Jo Medley, Teacher, SD#74.

Nicole Palfy – Publisher, Bridge River Lillooet News.

Deborah Ralston, Principle, Cayoose Elementary School.

Lori Robinson, Principle, George Murray Elementary School.

Lori Walker, Decoda.

Betty Weaver, Lillooet Area Library Association, Executive Director.

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Lytton Literacy Outreach Coordinator: Jeanette Duncan

Community Context

In the Summer of 2010, the Lytton Community Literacy Plan was completed after a throughout review of the research consisting of the Lytton Community Profile, Community Literacy Inventory, and consultation with the broader community and literacy task force.

The Community Literacy Plan proposed to fulfill the following goals and activities:

- To create a working group to address the following objectives:
 - to explore the community values around literacy;
 - to gather coordinated data regarding literacy specific to Lytton;
 - to coordinate a strategy to support early learning (0-5) programs;
 - to raise expectations that individuals have for their lives; and,
 - to create sustainable literacy programs for the community.

- To raise community awareness about the importance of literacy in our lives.

The Community Literacy Plan implementation began in March 2011. Through goal 2 “*to raise community awareness about the importance of literacy in our lives*”, community members and stakeholders are becoming more aware of the goals and activities of the plan and are eager to support local literacy activities.

Task Group

The original Lytton Community Literacy Task force consists of Denise O’Connor, Principal Lytton Elementary School, Romona Baxter, Executive Director of Nzen’man’, and Jeanette Duncan, Literacy Outreach Coordinator.

Since the implementation of the Lytton Community Literacy Plan, we have experienced challenges in getting all of the stakeholders to the meetings, due to busy work schedules and scheduling conflicts.

Due to a variety of circumstances, we were not able to allocate the required resources (*support, time, and staffing*) to the project; however, we were able to continue with a number of initiatives.

Community Development and Literacy Collaboration

Our immediate focus is community awareness about the importance of our literacy in our lives. Through this focus, we have successfully built collaborative relationships with the Books for Little Readers Program, Hans Knakst Tsitxw Helping Hands Community Drop-In Centre, local schools, TNRD Library, and TRU Extension Learning Programs.

The Lytton Community Literacy Project is hosted by the Nzen'man' Child and Family Development Centre Society, whose mandate is the provision of early childhood education and family support programs. Nzen'man' has a positive working relationship with community organizations, Bands, and local schools. This relationship has transcended into this project and the community is more than willing to be active partners. In addition, we have hired a local First Nations member of our community, who has also worked as an Education Coordinator and most recently as a Support Worker at the Lytton Elementary School, thus she has already a good working relationship with local partners.

Goals and actions for the current year

Since implementation, we have been successful in the following activities:

- Continued assisting with the selection and purchasing of books for the “Books for Little Readers Program”. The Books for Little Readers Program has been a great success and we are on target to ensure that every child under the age of 5 received 5 new books each year.
- Caretaking of the “Little Bookshelf Program”. Community organizations are reporting that they seem to be in good use Purchasing, assembling, and caretaking the “Little Bookshelf Program”. We have six “Little Bookshelves” that are *(some in process of setting up)* available in various locations in the community:
 - Hans Knakst Tsitxw Helping Hands Community Drop-In Centre
 - Lytton Elementary School
 - Kumsheen Secondary
 - Stein Valley Nlaka'pamux School
- Continued meetings with the local TNRD Library Staff to discuss strategies to:
- Participating in local early childhood events and programs to promote literacy:
 - Nzen'man' Family Place
 - Mother Goose Sessions – *a total of 25 sessions were held in various locations – Community Drop-In Centre, Nicomen Squanny Family Place, and Cooks Ferry*
 - Assisting with the completion of final editing of the “I am Nlak'pamux” Board Book – *book launch is scheduled for Aboriginal Day – Thursday, June 21. Each child under 5 will receive a free copy.*

- Hosted the “Nify-Fifty” Computer Confidence Course in collaboration with TRU. A total of 12 people successfully completed. We are looking at future opportunities with both TRU, Lytton Employment Centre, and Stein Valley School.

Indications of Success

At this time, we have not documented any formal impacts the implementation of our plan. We have however had very positive feedback from the community regarding our literacy awareness efforts. The Lytton Employment Office, along with Stein Valley Nlaka’pamux School are also working together to support literacy amongst their clientele and are looking to seek a stronger partner with the Lytton Literacy Program.

Challenges

Our major challenge with the implementation of the plan this year, has been the following:

- Nzen’man’ has been highly involved with a new community initiative – “*ShchEma-mee.tkt – Our Children*”, and this has meant reduced resources to support the Lytton Literacy Project.
- Our community literacy coordinator has recently adopted a new baby, and with the rigors of new parenthood, she was unable to consistently fulfill and promote the project as planned.

For the coming year

The Lytton Literacy Task Force will be meeting to discuss the project as a whole and recommendations moving forward.

Submitted by:

Romona Baxter