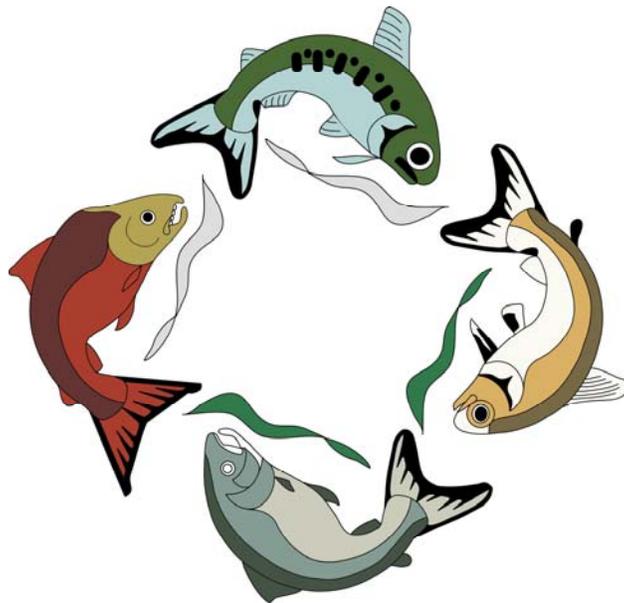




Mount Waddington Regional District and Vancouver Island North School District No. 85 Literacy Plan

Prepared by
Mount Waddington Literacy Now
Committee
June 2012

Submitted by Katherine McIntosh, Assistant Superintendent



Aboriginal Learning Symbol Explanation:

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



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

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

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

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

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

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

HOW THE NEEDS WERE DETERMINED

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

The North Island is comprised of the resource based industries of logging, fishing, and mining. In the past, many of our young people were able to attain well paying positions

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

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

SUMMARY OF THE COMMUNITY PROFILE

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

The four municipalities, Alert Bay, Port Alice, Port Hardy and Port McNeill, and the small unincorporated settlements in the Regional District offer a variety of lifestyles. Educational services, up to college level, and a complete spectrum of health services make the Region a desirable place to live and work, for individuals and families. Our population includes nine First Nations and people from around the globe. (Regional District of Mount Waddington website at www.rdmw.bc.ca).

SUMMARY OF THE COMMUNITY LITERACY INVENTORY

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

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

LINKS AMONG COMMUNITY LITERACY SERVICES

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

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

The Mt Waddington Family Literacy Committee, which includes representatives from child, youth, and family health and education, meets on a monthly basis to discuss existing supports for child development and learning, community issues, and initiatives, and to formulate requests for assistance to develop new programs.

The group worked for several years on the idea of a Literacy Bus to become a part of overall family literacy programs for the North Island. This is now a reality and the Literacy Bus is used at all Ready Set Learn events for three year olds and at Public Health Fairs for preschoolers, as well as making regular preschool visits with Mother Goose.

The North Island has developed strong preschool literacy programs through Community Services, Infant Development Programs, Supported Child Care, Success By Six, PacifiCare, Mount Waddington Preschool Literacy, Ready Set Learn, Head Start Programs, Family Centres, StrongStart Centres, and numerous day-cares. Each of these founding partnerships has provided many other informal links for Mt Waddington Literacy Now. The Mount Waddington Family Literacy Committee works in partnership with School District No.85, Vancouver Island Health Authority, and Vancouver Island Regional Library to plan and implement programs for early childhood, toddlers, children and families.

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

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

Family Literacy Committee. VIHA offers the Early Intervention Program which checks speech, occupational therapy, physiotherapy, and psychology.

North Island College offers a wide variety of community courses and has existing links with School District No.85, Mt Waddington Family Literacy Committee, First Nation communities, and Mt Waddington Literacy Now committee. North Island College provides assistance in providing space and programming.

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

INVENTORY ANALYSIS

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

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

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

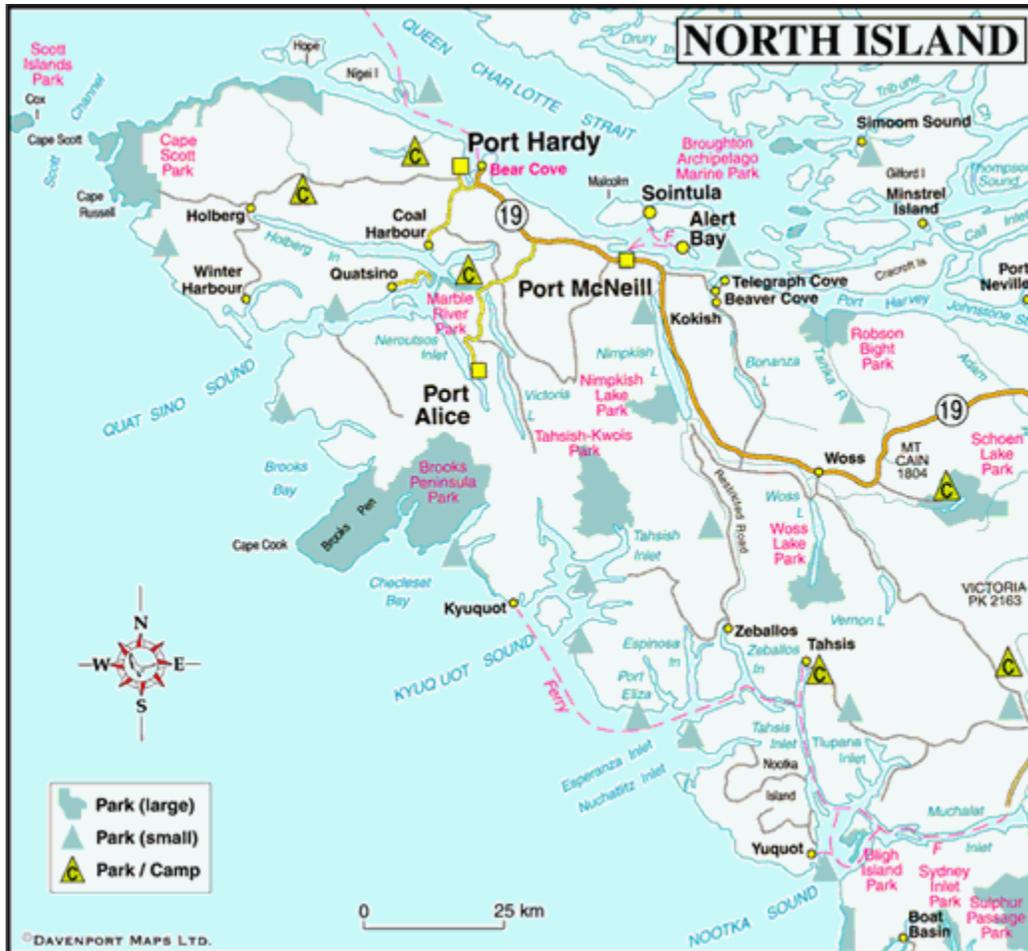
There also appears to be another gap for the young adult and adult population. For those with low literacy skills, there are no programs or services available to assist them gain necessary skills needed in the workplace. In the past, many of our young people were able to attain well-paying jobs in resource based industries of logging, fishing, and mining. Today, industries require more trained employees. Many people in the region are finding that they have difficulty maintaining their jobs as well as functioning in our society with this lack of literacy. They are often stuck in a situation that prevents them from becoming financially secure because they do not have the literacy skills to advance to a better paying situation. These same adults are also unable to help their children in their literacy journey.

Although we have employment services such as Opportunity Zone (OZONE) and Community Futures available in our region, most young adults and adults do not utilize the services and programs because of travel, distance from home, and lack of confidence. If this group is to maintain and/or hone their literacy skills, they must resort to computer

technology or other services provided by OZONE and other employment related agencies, which means they must be self-motivated and computer literate. Computer literacy was a need identified in many communities among the adult population.

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

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



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

Our Vision

We support our communities by providing literacy opportunities for all

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

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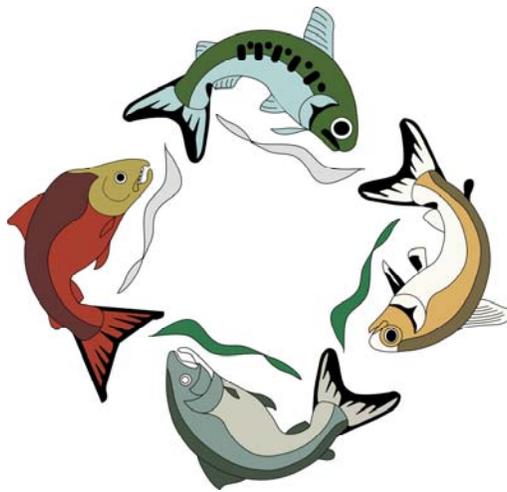
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COMMUNITY LITERACY PLAN FOR NORTH ZONE COMMUNITIES

PROGRESS REPORTS

MOUNT WADDINGTON REGIONAL DISTRICT

Prepared by
Mount Waddington Literacy Now
Committee
February 2012



**NORTH ZONE COMMUNITY LITERACY PLAN
MOUNT WADDINGTON REGIONAL DISTRICT**

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COMMUNITY LITERACY REPORT

Community Name: Port Hardy Secondary School

Contact Person: Brigette Avoine 250-949-7443 ext.3615

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>First Nations Program workers at PHSS are in a unique position to assess the needs of our youth and foster their growth. The team interacts with a large proportion of our students daily. Our mandate is to coach students to a higher level of personal excellence and satisfaction within the academic system. As a team, we tutor and counsel our students while working collaboratively with their communities. We maintain daily breakfast and lunch programs, lunchtime and after school tutoring and where need is identified, create new schemes. New this year are: a free store and youth services that assists our youth to access a variety of health, educational and counselling services. We advocate for, create and promote cultural events. This suite of activities is intended to raise literacy levels, school fulfilment and ultimately graduation rates.</p> <p>Current team activities</p> <p>Tutoring outside class time is an essential part of literacy boosting. A portion of funding pays for reward incentives and extra hours of tutoring.</p> <p>We serve breakfast and lunch to approximately seventy students every day. Youth can only learn if their daily needs are met.</p> <p>The Student Diversity Group increases awareness of human rights, the meaning of respect and celebrates our differences. The diversity group created and participated in “Coming out Day” and created a Remembrance Day museum. They are presently creating an “Anti-Bully Day” event. Members of the group will stimulate awareness and intolerance of bullying attitudes and behaviours within our school.</p> <p>The Driver Knowledge Training Workshop Assist youth in understanding driving regulations as well as the real-life responsibilities necessary in acquiring a learner level driver’s licence.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Brigette Avoine, Youth Worker</p> <p>Charles Willie, Community Connections Worker</p> <p>Jim Jones, Native Support Program</p> <p>Each Team member works independently within their own programs to promote student achievement, comfort and satisfaction with their school experience. As a team, we meet as</p>

	<p>necessary to assess our performance and plan student projects and events. Each of us takes a leadership role when our area of expertise is called on. Our team organisation is consensus-based.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p> 	<p>Collaborative partnerships include Child and Youth, Mental Health, Youth Probation, Sexual Health, Counselling, Youth Addiction Services, Child Protection, and Youth Housing as well as in-house program services by our own team.</p> <p>Ongoing Collaborations:</p> <p>Food Program – partnerships between ourselves, the Tri-bands, the community and fund raising agencies provide food security for our youth. In this community, we recognise that poverty is pervasive. Hungry students are unable to focus on school work.</p> <p>Youth Services – collaboration with all youth services in Port Hardy. We have weekly meetings (I go once a month) and we decide who would be the best fit for the referrals. As well, we access each other’s services throughout the week. When the need arises, a youth can receive service in as little as twenty minutes. Relationships with our partners are fostered and ongoing; we have a great team of professionals that are willing to help us with any issue.</p> <p>Diversity group – collaboration of youth serving youth in fun activities that cultivate respectful relationships. Youth Services and PHSS staff support these students by being involved in planning and/or participating in their activities.</p> <p>Coming of Age – collaboration of partners with the Tri-bands Educational Coordinators, Children and Youth Mental Health, North Island Crisis and Counselling Centre, Drug and Alcohol Counsellors and most importantly First Nations’ Elders via our Role Model Program. Coming of Age is an interactive workshop that addresses sexual health, healthy relationships and self-esteem. We will be asking professionals, elders, and youth to share their experience and wisdom to help our students enhance their understanding. The screening of National Geographic’s – “In the Womb”, will follow the workshops.</p> <p>Frequency of contact and ongoing communication have made the collaboration work.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p>	<p>Our main goals and objectives are to raise literacy levels and boost student comfort, belonging, satisfaction, academic achievement, and their ability to eventually assume appropriate roles in the community.</p> <p>Many issues are addressed in our work to achieve these priorities: culture and racism; bullying; mental, physical and sexual health; sexual preference; addictions; parenting and more.</p>

<p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>We try to be vigilant and address issues as they are recognized as well as through planning. The school Diversity group is a student driven body that addresses many of these issues with support from Brigitte as the group leader. They increase awareness in human rights and through their activities, develop skills that teach youth about their responsibilities toward one other. The group receives help from generous community professionals, currently counsellors from North Island Crises and Counselling Centre, Youth Housing and Youth Probation.</p> <p>Plans are really only an outline of our ideas and desires for an immanent time period. We believe that although events have not evolved quite as expected, we have far outstripped the vision we had one year.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>Tutoring – students are coming to the NSP comfort zone throughout the lunch hour and staying after school to be tutored more now than previously. This is a solid indication that students are interested in getting the help and that a need is being met.</p> <p>Diversity Group –The group hosted “Coming Out Day”. More than half of PHSS students participated in the activities that were planned. Students signed a petition that they would stop using “Gay” in a negative way, or if they heard “Gay” used inappropriately they would inform that person that their use of “Gay” is inappropriate. As well, the students participated in creating a paper chain which was to represent that we are all equal and are to treat everyone with respect. The work that was created is hung in the entrance of the school, so we can be reminded of our commitment. The agreement and the paper chain still hangs there without damage. More students have joined the group and would like to join other peaceful protests. The sustained interest in the group indicates that students have gained a better awareness of human rights.</p> <p>In the past year, the three First Nations support personnel in the school have begun to work together as a team. The synergy of three working together far surpasses three working separately. Belonging to a team helps make ideas seem more achievable.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>Literacy funding arrived well into November, effectively stalling all projects until then.</p> <p>A lot of the work we do on literacy projects is extra work beyond our usual work-load, and often outside school time.</p> <p>It would be best if funding could be received just as school starts in September.</p> <p>Literacy Now Report writing must necessarily be done in the best possible way, with a lot of thought, word-smithing, editing,</p>

	<p>group meetings and individual readings. It would be very helpful if this could be streamlined in some way – possibly orally discussed, around a table with a community literacy representative present at one of our meetings</p>
<p>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</p> 	<p>Our team will become stronger over time as we meet and work together.</p> <p>New planning:</p> <p>Annual field trip campout to traditional lands with a new location each year.</p> <p>Field trip to National Aboriginal Achievement Foundation’s Education series Career Fair at UBC campus next February.</p> <p>“Blanket of Belonging” project which may be funded by SD 85 First Nations’ Programs.</p>
<p>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</p>	<p>We continue to strive to serve all our First Nations’ students in culturally appropriate, comforting, inclusive and academically encouraging ways that help them grow as individuals. Food security, youth services and the free store are in place and will need to be maintained. Tutoring, growing in student appreciation will continue during lunch and after school. More attention needs to be spent on diversity projects that will engage students. Our “Coming of Age” workshop is in the planning stage and will be implemented in March.</p>
<p>9. What will be required to meet the goals and effectively employ actions?</p>	<p>Proper planning and effective communication is essential. We have a dedicated community that works well together. We are confident that whatever situations come up, we will move significantly toward our goals.</p>

COMMUNITY LITERACY REPORT

Community Name:

Kwakiutl Band

Project Title:

Kwakiutl Band Literacy Activities

Contact Person:

Marion Hunt, Education Administrator

1. 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?



Reflections on the current year:

In the last year the Kwakiutl Band has entered a partnership with UVIC to deliver the 2nd year of the Diploma of Aboriginal Language Revitalization Program. This program ladders into the 3rd year of a Bachelor of Language Education Program. There are 24 students in this program, and these individuals will be instrumental in assisting the North Island communities in creating Kwak'wala literacy resources.

The Kwakiutl Band has primarily focused on early literacy initiatives. However, we recognize the need to provide support to young adults who have low literacy levels. In the past year we realized the need to continue fostering and promoting early literacy and building capacity within the community. Moreover, the Kwakiutl Band has entered into a partnership program with South Island Distance Education to provide literacy and upgrading programs. Therefore, in the village of Fort Rupert we are supporting students to obtain the necessary foundation skills to enter Math 11 and English 12.

Annual Author's Evening

In the last year, as the annual author's evening has been such a success in promoting literacy, the local school and community worked together to deliver the fifth "Annual Author's" event. The event is an informal social to enjoy a meal and storytelling with a local author. There were approximately 35 children, and approximately 30 adults who attended the annual author's event. Our guest was George Little-Child. George read two stories that he illustrated: What's the Most Beautiful Thing About Horses, and A Man Called Raven. Through his story telling, George was promoting values as he talked about respect, love and belonging. The children and parents enjoyed the evening, they thought that George did a great job and enjoyed coming every year. George thought the community support was wonderful; he enjoyed speaking to all the children and families. He felt very welcome. In addition, the staff loved it, he was great with the kids, very approachable, knowledgeable and a great role model for our students!

	<p>Wagalus School Adult Program</p> <p>Early in the year, the Kwakiutl Band entered into negotiations with South Island Distance Education to enter into a partnership to deliver courses to Kwakiutl Band students wanting to obtain their dogwood. In supporting the student's to build a firm foundation in pursuing their academic goals, the Kwakiutl Band also promoted delivering a literacy component; therefore, a number of students completed Refresher English and Breakthrough Math. Both of these courses have proved to undoubtedly prepare students to be successful in English 12 and Math 11. By having the funds available from Literacy Now, we have been able to provide incentives for students who complete these very essential foundational courses.</p> <p>Aboriginal Family and Community Literacy Curriculum Training</p> <p>In addition, UBC developed a spectacular on line Aboriginal Family and Community Literacy Curriculum Training (AFCLC). The purpose of the AFCLC is to bridge mainstream knowledge and skills related to family literacy with Aboriginal knowledge and teaching, making learning more relevant to Aboriginal Head Start program and family needs. Thus, the Kwakiutl Band benefitted by having two individuals attend the 3 day training session that was hosted by North Island College in Courtenay.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>The following individuals take part in the task group:</p> <p>Marion Hunt, Education Administrator; Karen Aoki, Wagalus School Teacher in Charge; Jackie Hunt, Wagalus School Teacher; Carole Ford, Head Start Early Childhood Development Coordinator; and Danita Schimdt, Math Teacher.</p> <p>Marion Hunt is responsible to administer and manage the project funds. Karen Aoki was in charge of coordinating the "Annual Author's" event, and Carole Ford and Jackie Hunt assisted in providing support to host this incredible evening session. In addition, Marion recruited two staff members to attend the literacy training in Courtenay. Danita Schimdt administered the incentives to the students who completed Break Through Math and Breakthrough English.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that</i></p>	<p>The important efforts of the group were hosting the annual author's event, incentives for students completing breakthrough math, and two individuals attending literacy training with a first nation's focus.</p> <p>The essential collaborations will be to work together to host an annual author's event and to create first nations literacy activities.</p>

<p><i>have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>Collaboration works well when there is in end goal in mind, and many more hands makes lighter work; therefore, collaboration works well when people communicate effectively, know their roles, and work together to achieve an end result.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>We promoted literacy by hosting annual author’s event, increased individuals’ literacy and skill levels so individuals accomplish their literacy goals, and increased community capacity by supporting two individuals to attend First Nation Family Literacy training initiative provided by UBC</p> <p>Coordinated Annual author’s event with Wagalus School, Head Start, Parent’s Club, and community members; and provided incentives for individuals to complete Refresher English and Breakthrough Math and those involved to achieve this goal were the Teacher and Education Administrator.</p> <p>As there were so many partners, we did not use all of the funds as anticipated to host the annual author’s event, so some of these funds were used to develop early literacy resources for children and their families.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate</i></p>	<p>It is a little difficult to determine whether or not the annual author’s evening supports literacy. However, given the number of people (70) in attendance, my guess is it does support literacy as families enjoy the event and students are attentive and engaged. On another note, one of the students who completed the break through math and refresher English attributed her success to passing a number of certificate training to having completed both the math and English. When she was registered in the Master’s 30 ton ticket to operate a boat, she passed this with ease because she could read with purpose and complete</p>

<p><i>the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>simple math equations with confidence. Moreover, the Breakthrough math prepared the students to enter math 11 which is a requirement to enter the Bachelor of Education degree program. In addition, by supporting two individuals in the community to attend literacy training, we have increased the capacity within the community to deliver a cohesive, improved, and culturally authentic literacy program.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>The difficulties were completing the tasks as expected.</p> <p>It would help if our team developed a work plan.</p>
<p><i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i></p>	<p>Thinking about the upcoming year:</p> <p>There are new opportunities to draw upon a wealth of resource people who will be attending the 3rd year of the Bachelor of Language Teacher Degree program. An outstanding issue is adults who would like to pursue educational opportunities but hide in the shadow with low literacy skills. We will respond to these by working closely with the students attending the 3rd year program by working together with these students to create culturally authentic literacy activities and resources. In addition, we will continue to promote literacy by providing an annual author's event. Plus, we will continue to support students by providing students with an opportunity to attend Wagalus Adult Program and encourage students to register in Refresher English and Breakthrough Math.</p>
<p><i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i></p>	<p>It is our goal to promote and provide literacy activities for community members (early learners to adults). In addition, it is our goal to create literacy resources. We will realize our goals by working together as a team to seek funding and pool our resources.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Provide annual author's evening. 2. Provide literacy activities at Wagalus School Adult Program 3. Work together with students registered in the Bachelor of Teacher Program and staff to create a literacy mascot similar to Mother Goose, and create 4 local books in Kwak'wala, and create a resource box for the Mascot to use when she visits early learning programs.
<p><i>9. What will be required to meet the goals and effectively employ actions?</i></p>	<p>We will require funds, creativity, and people resources to employ our goals to work collaboratively and cooperatively to achieve our goals.</p>

COMMUNITY LITERACY REPORT

Community Name: Gwa'sala-'Nakwaxda'xw Nations

Project Title: Diploma in Aboriginal Language Revitalization (DALR)

Contact Person: Grace Smith

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>The students in the DALR program through the university of Victoria are continuing with the program, week days and evenings. One student established a "Language Nest" in our community that meets on a weekly basis that is open to all community members of all ages, who are interested in learning Kwak'wala.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Grace Smith, Education Coordinator</p> <p>Patricia Dawson-Hunt, Social Development</p> <p>Les Taylor, Band Manager</p> <p>The Kwak'wala group meets every Tuesday and Wednesday from 6-9 pm.</p> <p>The Language Nest group meets every Wednesday and Thursday in the mornings.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p> 	<p>Complete sets of Language Education books were purchased from the U'mista Cultural Society for each of the DALR students, the Gwa'sala-'Nakwaxda'xw School and for the Treaty Department Library.</p> <p>Supplies were purchased for students in the DALR program.</p> <p>Our Youth Centre provided space for the Language Nest to hold their gatherings.</p> <p>Some of our Elders have been invited to teach Kwak'wala at Port Hardy Secondary, Eagle View Elementary, and Gwa'sala-'Nakwaxda'xw Schools that was not necessarily happening in the past. The Elders also attend the Kwak'wala groups on Tuesdays and Wednesdays.</p>

	<p>Elders have opened their Elders Centre to hold language revitalization efforts.</p> <p>Elders' spirits were rejuvenated by teaching the Kwak'wala language and feel more purposeful by contributing to the students learning of the language.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>The supplies and set of U'mista Language Education books that were provided to the students alleviated financial burden immensely as some of the students are not being sponsored by their band.</p> <p>Involvement of the Elders in teaching the Kwak'wala language has given both the students and Elders a great sense of pride that enhances identity. Long life friendships have been established between the two.</p> <p>Purchased supplies and the set of U'mista Language Education books.</p> <p>The Elders opened their Elders Centre for Kwak'wala language learning initiatives.</p> <p>The Youth Centre offered their building as meeting place for the Language Nest participants.</p> <p>No adjustments were made.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>All of the DALR students are progressing very well in their language speaking and learning, developing books in Kwak'wala, as well as CD's in Kwak'wala. They worked on a project that included their family tree and are able to speak in Kwak'wala, describing their family tree which was also one of their tests for Kwak'wala course.</p> <p>Students also had to make and perform 10-15 minute skits in Kwak'wala.</p> <p>Students would not have the necessary supplies without your financial support.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>Transportation remains to be the biggest issue for our students as all classes are held in Fort Rupert.</p> <p>Adequate space to hold classes in our community is difficult.</p> <p>Transportation or alternate locations in each community would be ideal. We have tried various locations in our community but these locations are either too small or</p>

	too big to hold the classes.
<i>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</i>	Thinking about the upcoming year: Classes are held at Fort Rupert Hall which is too big of an area, causing loud echoes. Most of the time, the hall is cold and dark, especially for our invited Elders.
<i>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</i>	Continue to look for the ideal location to hold the Kwak'wala Language classes.
<i>9. What will be required to meet the goals and effectively employ actions?</i>	In kind contributions to hold the Kwak'wala Language classes, alternating locations with the other two Nations.

COMMUNITY LITERACY REPORT

Community Name: Quatsino

Project Title: B.C.O.S. Organic Garden & Learning Center

Contact Person: Nancy Botham

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Our community’s resident population remains around fifty-five with two thirds over the age of 50 and five school aged children. Seasonal residents & six fishing lodges double the population during the summer.</p> <p>We have a core group of six volunteers who actively work within various groups, societies and organizations to ensure Quatsino stays a healthy and vibrant place to live.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>The Bergh Cove Organic Schoolyard’s Board of Directors are working to manage the 2011/2012 Literacy Now project.</p> <p>BCOS is a registered Society which meets monthly or as needed. We hold a lease with SD85 for the Quatsino School facility plus we operate a ¼ acre organic garden within the school grounds.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>During November 2010 we hosted three North Island College courses funded through a Literacy Now Grant; Food Safe Level 1, Microsoft Windows & the Internet and Emergency First Aid. These courses were all well received by the community.</p> <p>Being able to provide North Island College level courses within the community is a valuable service as transportation issues to attend North Island College Campus courses are a challenge for most.</p> <p>Working with Literacy Now Outreach Coordinators, who have the skills to help put our Project Plan into action, is a valuable experience for our Task Group.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What</i></p>	<p>Our 2011 Literacy Now Grant is currently funding a weekly Drop-In Centre which is focusing on fitness and social interaction. Local volunteer instructors host Zamba, yoga and aerobic classes. Requests have gone out to the community for anyone wishing to host workshops, classes, activities or social gatherings during Drop-In Centre hours (2 hours/week).</p> <p>Work is still underway to provide North Island College</p>

<p><i>organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>courses in computer training, CPR and wild food harvesting.</p> <p>A community enhancement project, to upgrade the school's playground, will begin soon and will provide a safe area for young children to play and interact.</p> <p>As our original plan for the playground upgrade has been downgraded we have added CPR training to our Literacy Now Plan. Our goal is for all our residents have CPR training. Due to the long medical response time our community faces in an emergency this skill could save lives.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>More of our residents are becoming computer and internet users. Having the ability to safely and efficiently use these services may improve quality of life and reduce isolation issues.</p> <p>Those who participated in the First Aid & CPR course last year have increased confidence in their ability to deal with an emergency. One participant recently escorted a medical evacuation patient to Coal Harbour to provide assistance if needed.</p> <p>Having access to the Quatsino School facility where classes and workshops can be held is a valuable asset to the community.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>The cost of water taxi transportation for instructors coming into the community is a major drain of funding budgets.</p> <p>Utilizing private boat operators, at a reduced rate, may help.</p>
<p>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</p>	<p>With six fishing lodges in operation during the summer the need for service oriented NIC courses may be valuable for those seeking employment in this field.</p> <p>Business management and entrepreneur courses may assist those wishing to become self-employed.</p>
<p>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</p>	<p>Healthy living in a healthy community is a goal which we hope will attract new residents who wish to share Quatsino's unique challenges and life style.</p>
<p>9. What will be required to meet the goals and effectively employ actions?</p>	<p>Continued assistance from those who are able to help us provide educational opportunities for the community would help us meet our goal.</p>

COMMUNITY LITERACY REPORT

Community Name: Coal Harbour

Project Title: Literacy Lounge

Contact Person: Jeanne Alley *ph: 250.949.0575*
e: jeannedesign@gmail.com

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>Literacy Lounge has maintained regular Game Nights, opened the building for computer use and one-to-one tutoring, as well as the renovation of the kitchen to a Food Safe kitchen suitable for the new Literacy Café program described in our Literacy Lounge program goals:</p> <p>This year has been a time of developing relationships and gaining trust. The last six months have been fruitful in that more people are asking for help in the areas of computer literacy, reading, and one individual has asked for assistance in preparing for his driver’s test. Reading and in-school help will be offered again this Spring.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Current task group: Jeanne Alley, Ann Hory, Kathleen Bolivar, Andrew Hory, Valerie MacPherson (more possibly joining)</p> <p>Game Night is run by Andrew Hory & Jeanne Alley. Private tutoring times are scheduled and taught by Jeanne Alley, Kathleen Bolivar, or Ann Hory based on student age, developed relationship with that person, subject matter, and particular request for help.</p> <p>Reading at the school in the Spring will be one or all: Ann Hory, Kathleen Bolivar, Jeanne Alley. The upcoming Literacy Café foods instructors: Valerie MacPherson and possibly 4 others interested. Food Safe certificates present.</p> <p>Jeanne Alley is Coordinator: Oversees the program and sub-programs, event coordination, advertising, set-up, clean-up, public contact, purchasing, treasury, grant reports, etc.</p>
<p>3. Community Development and</p>	<p>We have received help through a Connections grant</p>

<p>Literacy Collaboration: <i>a. What are the important collaborations that have taken place to support literacy and the work of the task group</i></p> <p><i>3a. (Cont'd)</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>through School District 85 to remodel the kitchen to create a Food Safe learning facility.</p> <p>Community volunteers have stepped up to remodel the kitchen and other areas of the building needing shelves, etc., assist in programs, donate books, kitchen supplies, furniture, etc. to the centre.</p> <p>There is a unity developing between Quatsino First Nation and Coal Harbour that is very exciting. The exchange of use of spaces, and the coming together for social events is a new development that we hope to see continue, and become a more and more healthy exchange. Use of the Activity Centre's gym for hockey tournaments has been offered, and they have offered use of their hall. At least 50% of the Game Night attendees and students have been Quatsino residents.</p> <p>Grassroots Garden Society has met with us regarding a possible collaboration in the running of the gardens at the Centre and using the kitchen to enjoy the harvest.</p> <p>The most essential of these on-going collaborations is from community volunteers, so willingly putting their valuable time and great amounts of energy into making this building and these programs a success. If we have help waiting and available when it is needed, that is success.</p> <p>When it's a labour of love. When there is teamwork, trust, clear communication, passion for what they're doing, and progress is being made. When something new is being created as a result of working together - each party brings something to the table, and without the other, the creation wouldn't exist.</p>
<p>4. Goals and Actions: <i>a. What priorities, goals or objectives have you addressed this year?</i> <i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p>	<p>Priorities this year were to gain trust, develop relationships, and maintain consistency.</p> <p>Actions: Game Night/Open Gym every 2nd Saturday. This has been a non-threatening way for people to become involved. Board games, internet access and open gym are available on these nights. Relationships are developed here – trust – then expression of need for help. Tutoring help is then set up at a time that suits needs.</p>

<p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>We have quite an extensive plan laid out. We've tried to go with the flow as far as how quickly to move ahead with everything we want to implement. We are recognizing that this takes time to develop into a strong, well-oiled program, and as the ratio of volunteer availability to requests for help evens out, we will be able to spread our wings a little more. Meanwhile, we're focusing on the primary three: games, tutoring, cooking classes, and then throwing in the occasional puppet show, etc. for a fun thing.</p>
<p>5. Indications of Success: <i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p>  <p><i>b. What are the things that support literacy work?</i></p>	<p>Average attendance numbers are rising, more requests for help are coming in and enthusiasm to be involved is building.</p> <p>One example of positive impact: A very shy Quatsino resident expressed a wish to learn to read. She is now exchanging lessons in Kwak'wala for lessons in reading. It has created a beautiful exchange, an increase in self-confidence, and is sure to develop into an ability to interact with the world she lives in more self-sufficiently. In addition, the recipient of the Kwak'wala lessons will gain a greater knowledge and understanding of this rich local culture.</p> <p>Funding and volunteers are primary needs. We couldn't offer the program alone, and are very grateful for the support we have already received. Financial support has allowed for internet access, games, books, and other necessary materials and equipment. It has been an invaluable factor in our success!</p>
<p>6. Challenges: <i>a. What are the difficulties? b. What would help?</i></p>	<p>Reliable, consistent help is difficult to find. Would love to attend a conference on how to recruit, train, and keep volunteers happy and coming back for more.</p> <p>Transportation for people can also be an issue. Looking into the insurance requirements for ushering people around. Would love to find a van-possible donation.</p>
<p>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</p>	<p>Thinking about the upcoming year:</p> <p>A challenge that is beginning to arise is the maintaining of the building as far as clean-up, and ensuring proper, respectful use of the equipment. As attendance is growing and some of the children are being let loose without parental guidance, this can</p>

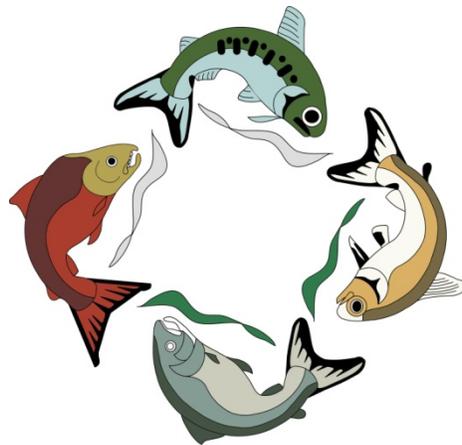
	<p>be a challenge.</p> <p>Response: More oversight and the setting up of structure/rules will be important, while still maintaining good relations.</p>
<p>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</p>	<p>Objective: Continued Game Night growth Action: Additional advertising, possible rides for people down the road.</p> <p>Objective: More Volunteers Actions: Advertise, give regular recognition for their efforts</p> <p>Objective: Develop Literacy Café Actions: Continue on the track we're on. Next steps include getting health authority inspection upon completion of kitchen remodel, advertising for classes, coordinating classes, etc.</p>
<p>9. What will be required to meet the goals and effectively employ actions?</p>	<p>An increase in number of volunteers, expanding of our advertising efforts, and further funding.</p>

COMMUNITY LITERACY PLAN FOR SOUTH ZONE COMMUNITIES

PROGRESS REPORTS

MOUNT WADDINGTON REGIONAL DISTRICT

Prepared by
Mount Waddington Literacy Now
Committee
May 2012



**SOUTH ZONE COMMUNITY LITERACY PLAN
MOUNT WADDINGTON REGIONAL DISTRICT**

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COMMUNITY LITERACY REPORT

Community Name: Port McNeill, BC

Project Title: Community Readers

Contact Person: Cheryl Verbrugge

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>The poor economy continues to impact the community. Families have needed to move away or one parent has moved in order to support the family. In either single parent or two parent families that can find employment, wages are often at the lower level. Many community members have not put literacy as a priority in their life when they are busy with work, children, and other lifestyle commitments.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>The task group consists of the outreach coordinator, the project coordinator, the school principal, fifteen community volunteers and the Grade 3 teacher. The twenty four Grade 3 students benefit from this program.</p> <p>The project coordinator contacts readers each week and the teacher is advised who will be present. Volunteers spend one hour reading and listening to individual children.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>There is collaboration between the organizer, the volunteers, the classroom teacher, and the school administration for the weekly sessions. There is also collaboration between the School District executive and Sunset School as books are purchased for the end of year celebration.</p> <p>It is essential that the project coordinator regularly communicates with both the school and the volunteers. This works well because the project coordinator uses a number of communication avenues to make sure that the program runs smoothly.</p> <p>As we are a small community, our relationships cross paths frequently in a number of ways which gives opportunities for informal discussion and idea sharing.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p>	<p>The goals we have addressed this year are building confidence and self-esteem for both the students and the readers.</p> <p>Volunteers listen to individual children read, offering</p>

<p>4. Goals and Actions: (cont.)</p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>them praise and encouragement. The relationship between the child and the volunteer grows during the year so that when they meet in other circumstances there is recognition and communication. We have seen an improvement in oral reading skills, in reading ability as well as an increase in social skills. This one on one communication between adult and child is a valuable literacy opportunity for some of our children. The more consistent the volunteers, the stronger the relationship between child and adult volunteer occurs.</p> <p>This is the second year of this program. We thought we would use older members of the community but found that a wide range of ages volunteered to be part of our program. Therefore we have called this program “Community Readers” rather than referring to “Grandparents.” School District No. 85 and Literacy Now have worked together to reach these goals.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>The students and readers look forward to taking part in this weekly event. The improvement in skills and confidence can be seen in the students. This was the goal of this program and we are very pleased with the outcome. The teacher has noticed an improvement in skills, confidence, and enthusiasm for reading. This is an important age to focus on as many of the students have gained the basic skills but need opportunities to practice their oral reading before entering the intermediate grades. For the children who are still learning below grade level, this program gives them the boost and practice necessary for their literacy development.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>Getting started in September is difficult as everyone including the teacher and school is busy with the start-up of the year. Sometimes volunteers leave and therefore there is always the task of recruiting new volunteers.</p> <p>To remedy this we could develop an informal lay out in June in preparation for the September start up.</p>
<p>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</p>	<p>Thinking about the upcoming year:</p> <p>Since this program is in its second year and we are gaining experience with the organizational challenges, we hope to continue without too many difficulties. The main challenge will be to find funding to hire the project coordinator to continue this program.</p>
<p>8. What new or continuing goals, priorities or objectives</p>	<p>We hope to make this program self- sustainable by approaching one of the volunteers to take on the role of</p>

<i>will you work on? What actions are planned against these goals?</i>	coordinator.
9. What will be required to meet the goals and effectively employ actions?	The Literacy Now Outreach Coordinator will organize the existing volunteers and support the volunteer organizer.

COMMUNITY LITERACY REPORT

Community Name: Port McNeill
Project Title: Youth Leadership Project
Contact Person: Linda Walton

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>The poor economy continues to impact the community. Families have needed to move away or one parent has moved in order to support the family. In either single parent or two parent families that can find employment, wages are often at the lower level. Many community members have not put literacy as a priority in their life when they are busy with work, children, and other lifestyle commitments.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>The project focuses on three grade 12 youth leaders and roughly fifty grade nine students. Over a ten month period the three youth leaders are tasked to organize and implement interactive workshops for the grade 9 cohort. The task group consists of three grade twelve students, Brittanii Lasota, Taelor Pelletier, and Alysha Watt, along with the vice principal of NISS, Mr. Dixon.</p> <p>Each month the task group meets multiple times to discuss and plan what will take place during the workshop and materials that will be needed. The final plan was then approved by Mr. Dixon.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>This project has focused on building positive relationships with a small cohort of students. It has had three youth leaders covering a wide range of important themes which all imbed a focus of supporting literacy.</p> <p>This project has built partnerships with MCFD counsellors, VIHA nurses, and SD 85 teachers all with the primary focus to educate and improve the lives of youth in our community.</p> <p>Ongoing the three youth leaders meet and discuss their planning process with the vice principal of North Island Secondary.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p>	<p>This year many important topics were addressed, each with goals to help educate and raise awareness to students. We covered the topics of bullying, suicide/depression, healthy physical relationships, environment, and drugs and alcohol.</p>

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

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

The bullying workshop consisted of group brainstorming and discussions around the concept of bullying and how it affects people. These groups were supported by Michel Therrien from MCFD. This activity was followed by a brief brainstorming and games. We also played a 'line game', where students were asked questions and required to step up to the line if the question applied to them. We then had a speaker, Michel Therrien, who spoke about the connection between bullying and suicide. The day was concluded by summarizing the general topics of the day and handing out prizes to students who correctly identified bullying situations that they noticed.

The drugs and alcohol workshop consisted of a game where students were provided with a particular scenario and had to answer questions leading them to a final conclusion. Peter Carter was a guest speaker who provided more information on the topic. Following the speaker, we discussed harm reduction and covered different scenarios and safe solutions. We also had a question box and asked each student to put in a piece of paper, blank or not. We concluded this workshop by answering the students' questions and summarizing the topic.

For our 3rd workshop, we covered environmental issues. Jackie Hildering was our speaker, and was very well received by the students. In this workshop, students were educated on consumerism, and some major dangers to our planet. Some activities included the "T-Shirt Check" to find out where clothing came from, the 80-20 game which taught players about the division of resources (80% of the resources for 20% of the population), and Jackie's classic Earth Game, where students catch an Earth Ball and have to come up with a way that they personally will help lessen their environmental footprint.

Another workshop covered Team Building and Respect, while tying in the previous workshops.

To reach these goals, actions such as group workshops with many activities and community volunteers were taken.

Participants included three workshop coordinators, community volunteers and student audience. As the year progressed, it was discovered that there

	would not be enough time to carry out all the workshops that had been originally planned, therefore the most important topics were covered first.
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>Positive feedback from students, parents, and the community about the topics the cohort participated in.</p> <p>Evidence of students pursuing further information about the workshop topics.</p> <p>Having their peers present information means that students are more attentive and more receptive to information. Having youth work with youth is a positive experience for everyone involved.</p> <p>Many of the activities within the workshops incorporated a literacy based activity.</p> <p>For example there were many group activities, brainstorming sessions, games, presentations, and discussions.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>An ongoing challenge is continuing to motivate and keep the interested of the teenaged audience/participants. The framework of having Youth Leaders as the individuals who organize and implement the workshop has worked to combat this challenge.</p> <p>It was difficult to organize workshops around busy schedules of the school and students as well as having all the student's participation and cooperation. Greater incentive for the students would help encourage participation.</p>
<p>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</p>	<p>Thinking about the upcoming year: Historically, resource based industry required a majority of employees with more physical skills than technical. Currently, positions require higher level technical ability. Unfortunately this training often takes place elsewhere. We need to encourage North Island College to continue to support our literacy programs.</p>
<p>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</p>	<p>We need to work closely with other partners who are supporting each other with literacy goals. Although we will not receive funding from Decoda this September we can continue these workshops for students by seeking funding from local sources as well as foundations that support literacy and youth.</p>
<p>9. What will be required to meet the goals and effectively employ actions?</p>	<p>By working closely with North Island Secondary School to determine specific goals and objectives for the coming year, we need to diligently search for funds to</p>

	continue this most valuable literacy program for the young members of our community.
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COMMUNITY LITERACY REPORT

Community Name: 'Namgis First Nation

Project Title: Namgis Hunting and Leadership Camp

Contact Person: Randy Bell

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>More Youth are interested in writing about for the hunting trips as it gives them the opportunity to share their stories and be heard</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>Youth groups, Elders and leaders make up our task group.</p> <p>Through conversation regarding what is needed to carry out safe trips.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>Partnerships between departments and shared resources have allowed things to develop naturally.</p> <p>On-going conversations on how to increase literacy through creative activities.</p> <p>Good communication and common goals of wanting our youth to succeed.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were</i></p>	<p>We have created a group of youth who are now interested in setting up their own Hunting club We talked to many organizations in regards to setting up a Youth Hunting Club they all agreed this would give youth ownership and voice in the kind of activities they would like to do and when.</p> <div style="text-align: center;">  </div> <p>Wholesale Sports in Nanaimo, Fort Rupert Band, Namgis First Nation, Mountain Equipment Co-op,</p>

<p><i>made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>Strathcona Park Lodge are all of the groups that contributed to the ideas for our youth along with supplying some of the equipment needs we had.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>The amount of feedback received from parents and families after these trips tell us that things are working. The increased effort in school is our biggest indicator by the participants of the program</p> <p>The hunting trips along with giving youth a voice make literacy work.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>Keeping youth motivated at times and more local support.</p> <p>More resources for youth in the area.</p>
<p>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</p>	<p>Thinking about the upcoming year:</p>
<p>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</p>	<p>Creating a hunting club for the Namgis Youth. Meeting with youth through the summer will be required to make this a reality.</p>
<p>9. What will be required to meet the goals and effectively employ actions?</p>	<p>Effective communication and activity with youth so that they can see there will be some long life to the program.</p>

COMMUNITY LITERACY REPORT

Community Name: **Sointula**

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

Contact Person: **Jodie Lukow**

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

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

COMMUNITY LITERACY REPORT

Community Name: **Sointula**

Project Title: **Community Garden**

Contact Person: **Kathleen Cooper**

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>Sointula has an aging population and 3 of its younger families with small children have recently moved away. One of the problems for future population growth is the lack of steady work.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>The task group consists of a core group of twelve people. The group divides the work according to skills, abilities and equipment. Work parties are arranged through Community Garden emails.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>The most important collaborations involve the initial building of the garden beds, planting trees and bushes and composting.</p> <p>The ongoing collaborations involve figuring out who will have a garden box, how to plan the Grand Opening, signs for the garden and organizing participation.</p> <p>Volunteers work sharing tasks and responsibilities. People with special skills or equipment share knowledge and supplies.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for</i></p>	<p>Goals: Construct boxes, provide storage on site, plant fruit trees and add signage to garden.</p> <p>The organizations and groups participating in these actions are the core group of twelve people and the preschool.</p>

<i>some actions to be taken?</i>	
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>The impact of the Garden Project has been the amount of interest shown for the project, working as a team, sharing knowledge and learning new skills. The preschool teacher teaches the children about gardening and composting.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>The isolation of our community is one of the biggest challenges. Getting supplies is cost prohibitive.</p>
<p>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</p>	
<p>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</p>	<p>Goals – the goal of the Garden Project is to build as many garden beds using as many people as possible. Another goal is to have a thriving garden using sustainable practices and environmentally friendly products.</p>
<p>9. What will be required to meet the goals and effectively employ actions?</p>	<p>Someone continuing to lead the way and ongoing participation from Garden Club members.</p>

COMMUNITY LITERACY REPORT

Community Name: Village of Port Alice

Project Title: Community Centre

Contact Person: Tanya Spafford, Community Services Assistant,
Village of Port Alice

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>The Community Centre increased the daily schedule to 7 hours a day, 6 days a week, from 3 hours a day, 5 days a week. This has opened up excellent programming opportunities, including After School Programs, Arts & Activities, Time Out for Parents, Adult Computer Time, Wii Bowling for Adults, and Adult Craft Time.</p>
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<p>The programs created through the funding have made programming available to all ages in our community.</p> <ul style="list-style-type: none"> • Arts and Activities is geared to youth four to twelve years old, and younger children that come with their parents. • Time Out for Parents is for parents and caregivers to enjoy a break and social interaction while staff enjoys playtime, reading, singing, and activities with children under age 5. • Adult Computer Time & 50+ Computer Time is a chance for adults to use computers, ask questions, help each other, and visit with friends in our Computer Lab. • Baby Brigade is a circle time for parents of new babies or moms-to-be. It is set up to offer conversation regarding celebrating the babies, sharing triumphs and struggles and helping to create a support group for residents with growing families. • Wii Bowling for Adults is geared towards the 50+ crowd, a chance for adults to learn to use the Wii, get some exercise and enjoy each other's company. • Adult Craft Time is an opportunity for all adults

	<p>to use the facility at no charge to work on an assortment of personal craft projects.</p> <p>All of these programs are offered free of charge, and are organized by the recreation staff of the Village of Port Alice.</p> <p>Program planning and implementing is done within the regular budgeted time of the Village, keeping the grant monies available for program supplies, snacks, instruction, and equipment. This helps the staff to plan programs that will continue to be offered after the funding is used.</p>
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>The recreation staff has worked with the local parents, seniors group, Ladies Coffeehouse group and daycare to offer these programs at the best times for the user groups. The groups have also worked closely together to share supplies, rooms, and programming resources. This will create a solid base for all of the programs to continue well into the future and has had an added bonus of relationship building between different generations and user groups.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>Our priority has been to make a welcoming, safe, learning, and social environment. This has been addressed in each of the programs.</p> <p>As stated earlier there are programs offered to reach each of the age groups and demographics in Port Alice. Personal invitations, social media, and local advertising has spread the word. The organizations that have played a role in these activities are the PAC parents, local preschool, and the Port Alice Seniors group. The seniors programs have also been created in partnership with the New Horizons grant and the Port Alice Elder College.</p> <p>As the year progressed the programs have continued to evolve. Some simple changes, such as program times or days, have opened the doors for more participants to take part. Some of the programs have been created after the initial grant had been approved as a need was able to be filled under the guidelines that had been approved. This made it very easy for staff to create activities that were shown to be needs, without waiting for a new season to begin. This was a fantastic opportunity for</p>

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

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

COMMUNITY LITERACY REPORT

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

Project Title: **Fun with Reading**

Contact Person: **Amanda Jorgenson**

<p>1. Community Context: <i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <p>Over the past year we have had many families move in and out of our community. This made running the pre-school challenging as we lost volunteer parents and students. This also made room for new families to become involved in the pre-school helping them to become part of our community.</p>
<p>2. Task Group: <i>a. Who takes part in the task group?</i> <i>b. How is the work of this group organized?</i></p>	<p>Henny Penny has a board to oversee all programming and we work with our staff to evaluate how our programs are progressing.</p> <p>Each member has a job and we meet to keep everyone accountable and to make sure that all programs stay on track and are organized.</p>
<p>3. Community Development and Literacy Collaboration: <i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i> <i>b. What are the essential ongoing collaborations?</i> <i>c. What makes collaborations work well?</i></p>	<p>We count our Community Centre as a major collaborator working together to strengthen our program, as well as with Sea View school who allows us to join them in more programs.</p> <p>The ongoing collaborations would be the work we do with the school and Strong Start to reach more children and have continued enrollment in our program.</p> <p>Being able to work hand and hand with all collaborators works well because it helps all of the programs to grow, not just one. It also allows us to be able to share supplies and tools to give more to the success of all the programs not just one.</p>
<p>4. Goals and Actions: <i>a. What priorities, goals or objectives have you addressed this year?</i> <i>b. What actions were taken to reach these? Organizations and groups participated in these actions?</i> <i>c. What adjustments were</i></p>	<p>Our priorities were to start with the introduction of “Fun With Reading” and show students how reading and play could go together.</p> <p>We bought new furniture, books and supplies and started the new reading program in our pre-school. We had the community centres staff help us.</p> <p>We had to change to the start time because it took a</p>

<p><i>made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>little longer than we thought to get the supplies. Throughout this year we were able to join with the school and Strong Start which has allowed us to reach more children, and will help keep the program viable longer.</p>
<p>5. Indications of Success: <i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i> <i>b. What are the things that support literacy work?</i></p>	<p>The children are coming home excited, talking about the books they read at the pre-school and asking parents to read more to them. There has also been more interest in the library. I consider this a huge success. The children seem to love different stories and being able to act them out. We also have a new reading corner so not only do the children get read to, but have a chance to look at books on their own.</p>
<p>6. Challenges: <i>a. What are the difficulties?</i> <i>b. What would help?</i></p>	<p>The difficulties will be in evaluating the students at the beginning of the year and making changes to the program that will work for the students. Thankfully Henny Penny is lucky enough to have a great teacher and parent support that can make this happen.</p> <p>Henny Penny will continue to look for financial support to help this program grow and expand to enrich the lives of the students.</p>
<p>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</p>	<p>The pre-school has seen the class dynamics change each year. New families, small groups of children in each age group, and varying degrees of learning ability have created challenges for the staff. The great part about the purchases made for our program is that it can all be changed to work with any pre-school group. The staff will continue to expand the program to meet the needs of the pre-schoolers.</p>
<p>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</p>	<p>This program has an unlimited amount of possibilities. The goals can be changed and still work within the initial vision for the project. The pre-school is enjoying the implementation of “Learning With Reading”, and will continue to strive to teach the students how enjoyable reading can be!</p>
<p>9. What will be required to meet the goals and effectively employ actions?</p>	<p>The pre-school will continue to look for partners to support this program. The pre-school has made purchases that will help to keep the program sustainable for years to come.</p>

COMMUNITY LITERACY REPORT

Community Name: **Kingcome Inlet**

Project Title: **Learning Centre**

Contact Person: **Kathy Martin and Chuck Lok**

<p>1. Community Context:</p> <p><i>a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?</i></p>	<p>Reflections on the current year:</p> <ul style="list-style-type: none"> - More members moving away for secondary school - Proposed learning centre building used for other work as lack of suitable space in village - Lack of cultural centre to house specialized equipment - Still dealing with aftermath of flood
<p>2. Task Group:</p> <p><i>a. Who takes part in the task group?</i></p> <p><i>b. How is the work of this group organized?</i></p>	<ul style="list-style-type: none"> - Rotary Club, Success by 6 (Brenda Rothwell), Literacy Now (Linda Walton) and Bobbi Smith - Bobbi keeps us apprised as to what is happening in the village. - Rotary Club seeks more funding to complete the project
<p>3. Community Development and Literacy Collaboration:</p> <p><i>a. What are the important collaborations that have taken place to support literacy and the work of the task group?</i></p> <p><i>b. What are the essential ongoing collaborations?</i></p> <p><i>c. What makes collaborations work well?</i></p>	<p>Community held a public meeting and identified a learning centre as their number one need. The Lieutenant Governor visited the community and supported their need.</p> <p>The Rotary Club and Success by 6 added their support and agreed to organize the renovation.</p> <p>Orca Books agreed to sell books at half price to our centre.</p> <p>Essential collaborations are between the members of Kingcome and the groups trying to organize and fulfill this project</p> <p>Collaborations work well because we have stayed true to the original concept of completing the Learning Centre. We have needed to make some changes and adaptations but we have followed the lead of what the community wants.</p>
<p>4. Goals and Actions:</p> <p><i>a. What priorities, goals or</i></p>	<p>Our priority has been to seek all the funding necessary for the project before beginning work. Costs for transportation and</p>

<p><i>objectives have you addressed this year?</i></p> <p><i>b. What actions were taken to reach these? What organizations and groups participated in these actions?</i></p> <p><i>c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?</i></p>	<p>the weather are key components of this project.</p> <p>We have waited for spring and summer and we have sent requests to as many organizations as possible. At this time we about \$17,000.00 short of our goal.</p> <p>Instead of rebuilding a set of stairs at the back of the building we are going to cover in a porch area to be used for the Learning Centre.</p> <p>There have not been a lot of changes or adjustments necessary this year.</p>
<p>5. Indications of Success:</p> <p><i>a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.</i></p> <p><i>b. What are the things that support literacy work?</i></p>	<p>There is a lack of opportunity for youth and adults to engage in learning activities in the village.</p> <p>We are not at a stage to see positive outcomes yet other than the determination to complete this project and celebrate the books and media that we are able to supply to the centre.</p>
<p>6. Challenges:</p> <p><i>a. What are the difficulties?</i></p> <p><i>b. What would help?</i></p>	<p>The difficulties are the high cost and the time needed for transportation of people and goods to this remote location.</p> <p>Partnerships to help cover the costs and perhaps accommodation while workers are in the village.</p>
<p>7. Are there new opportunities, challenges, or issues in your community? How will you respond to these?</p>	<p>Thinking about the upcoming year:</p> <p>So many people have already left the village to seek learning opportunities in other communities. The challenge is to have them come home.</p>
<p>8. What new or continuing goals, priorities or objectives will you work on? What actions are planned against these goals?</p>	<p>Once we have the start of the Learning Centre we need to look for funding to hire a coordinator to run it efficiently. This could be a contract for Family Literacy through MCFD.</p>
<p>9. What will be required to meet the goals and effectively employ actions?</p>	<p>Continued enthusiasm to complete the project and funding to employ a coordinator.</p>

**MOUNT WADDINGTON LITERACY NOW STRATEGY
APPLICATION FORM FOR FINANCIAL SUPPORT**

Name of Lead Organization:	Woss Resident's Association
Contact Person and Title:	Rona Doucette
Title of Your Project:	Woss Literacy Now
Amount of support Requested for each project/s	\$5000.00
Type of support being applied for:	Adult/Senior Literacy Family Literacy Youth Literacy
Purpose: 1. Who will be responsible for the implementation of the project? 2. Who is the target group for this project and how many people will be impacted directly, or indirectly? 3. Why is this project needed? 4. When will the project start and end? 5. Where (geographic location) will the project take place?	Rona Doucette Seniors, Families & Youth & Preschool Children – approximately 100 people would be impacted directly or indirectly. Computer availability, quiet place for homework or research with assistance as required, social activity. Interactive programs & availability for preschool children. September 2012 till June 2013. Woss Lake
Community: 6. Where is your community located? (region, district or municipality) 7. Tell us in 2-3 sentences about your community that is related to your project? 8. If this project is for a	Regional District of Mount Waddington Woss is a very small community with a growing population of retiree's and young families. Some do not have the opportunity to learn new technological skills. Literacy Now aims to provide these skills and training in a friendly and learning atmosphere. N/A.

<p>community of interest or a special population (<i>e.g.</i>, Aboriginal community, network or coalition, non-English speaking community, single parents, youth, or non-English speaking community), please describe.</p>	
<p>Your Organization, Participants and Partners:</p> <p>9. Briefly describe how your organization, or group, will undertake this project.</p> <p>10. Identify other relevant groups or partners you are involving, or intend to involve, in the process to demonstrate that all relevant players will be involved.</p>	<p>We have two (2) adult volunteers and two (2) student leaders to provide encouragement and support to those who require or need assistance with learning new computer skills or with students who require assistance with their homework. We will also be hiring a Preschool teacher for 2 hours, 1 day per week for Preschool age children.</p> <p>Woss Resident’s Association Woss Lake Elementary School Woss Regional Library</p>
<p>Activities & Timelines:</p> <p>September to June</p> <p>September & October</p> <p>November & December</p> <p>January</p> <p>February</p> <p>March</p> <p>April</p> <p>May</p>	<p>Activity</p> <p>Monthly Newsletters describing Literacy Now and what is happening which will be written by those who attend Literacy Now & distributed to the community of Woss.</p> <p>Homework Assignments & Research Projects</p> <p>Preschool Program</p> <p>Intro to Computers for Seniors</p> <p>Computer “Etiquette”</p> <p>Social Networking Do’s & Don’ts (How to safeguard your personal info)</p> <p>Book Club</p> <p>Email “Etiquette” Do’s & Don’ts (Spam, Phishing)</p> <p>Ancestry – researching one’s family history</p>

<p>June</p>	<p>Scrapbooking (cards, photo's etc)</p> <p>School Exam Preparation</p>
<p>Anticipated Outcomes:</p> <p>16. By the end of the project, what change in behaviour (outcome) do you expect to see in the target group? (Use words like “increase”, “decrease”, improve” for the change, and “awareness”. “commitment”, “consumption” for the behaviour)</p> <p>17. How will you determine that this change has taken place (e.g. evaluation plan)?</p> <p>18. What indicators (things you can measure) could be used to see if additional changes or benefits happen?</p>	<p>Seniors will increase computer literacy and knowledge. Students will have more awareness of what and how much information they carelessly and inadvertently make available about themselves on the internet.</p> <p>By observation.</p> <p>Newsletter, scrapbooking projects, ancestry, interest in Literacy Now by attendance</p>
<p>Long Term Plans:</p> <p>21. After the project funding ends, describe your long term plans to sustain the outcomes, especially, if you have hired a Coordinator.</p> <p>22. Who will do the ongoing work of the project, or has anyone committed to future support, after funding?</p>	<p>We would have to look at alternate funding sources as our community is very small and we do not have the tax base here to expect local funding to support our program.</p> <p>The community will carry on with the projects dependant on outside funding.</p>

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

Literacy Goals

1. 5 by 5 Readers

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

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

2. English 10 Equity of Course and Exam Marks



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

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

While the district has observed an increase in completion rates for all students and for our Aboriginal learners, we will continue to monitor for success that represents authentic academic achievement. English 10 exam results form part of our system tracking for achievement and a last chance for intervention. Students should not “get through” courses on the inflation of course marks. Course marks must be performance driven, meaningful, and accurate. The gap between Aboriginal and Non-Aboriginal completion rates continues to be unacceptable.