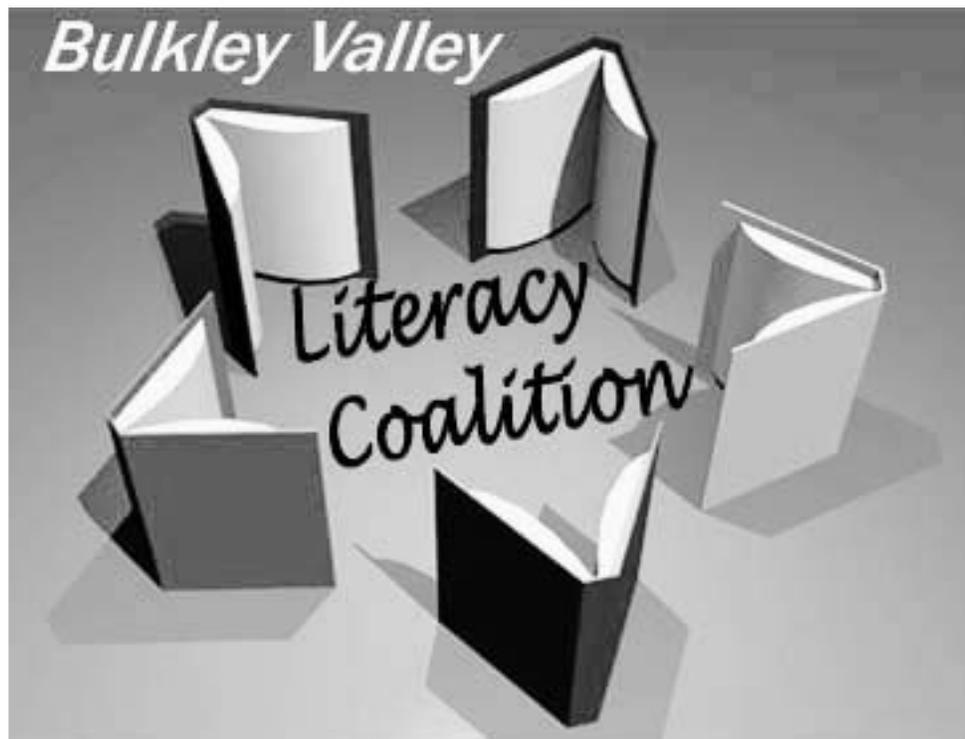


*School District No. 54 (Bulkley Valley)*

District Literacy Plan  
2010 - 2011

Moricetown, Smithers, Telkwa, Houston



*A collaborative community based plan*

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## Introduction

This year's District Literacy Plan for School District #54 outlines the results of a process which brought people, groups, and organizations together to remove systemic barriers, fill gaps and support innovative approaches to literacy development. This process began in the spring of 2007 with the new literacy mandate of the Ministry of Education. School District #54 recognized the opportunities and benefits of bringing together different perspectives to better understand the complex literacy issues in our community and to develop integrative solutions that go beyond an individual vision.

Located in the northwest region of the province, the 4 communities within our school district boundaries stretched along a 75 kilometer corridor of Highway 16. Each community is unique in their culture, social and economic climates. Our people live in towns, villages, and rural environments. The School District sits on traditional Wet'suwet'en territory and approximately 25% of our school population is of Aboriginal ancestry. A large percentage of our population is dependent on a resource extraction economy which brings complex social and economic issues. (See Appendix 1,2, and 3 for Moricetown and Telkwa overview and Smithers and Houston Community Plans for more details on the social and economic realities for each community).

School District #54 (Bulkley Valley) serves a student population of 2,365 students in nine schools: six elementary, two secondary, one Distributed Learning school, 2 Strong Start Centres and one Strong Start Outreach. Over the last eight years the district has experienced declining enrolment by approximately 700 students. In addition, there are 5 independent schools and one federally funded band school within the district.

School District #54 has participated in all Early Development Instrument (EDI) testing (3 rounds) including the 2009 and 2010 (still awaiting data). In 2009, 27.9% of children were vulnerable in a least one domain of their development, compared to 26.5% and 26.4% in the previous rounds respectively, representing a slight increase in vulnerability. Our results continue to show significant disparity between neighbourhoods, reflecting qualities of experience prior to school entry. Houston data for 2009 is inconclusive due to a small sample size. (see EDI table in Appendix 6 for details)

Both Smithers and Houston have adult literacy programs that have been active for more than 20 years and have positioned the communities as leaders in the community literacy sector. Both have Community Literacy Plans developed under the LiteracyNow funding and have been active in community based literacy research projects. Our district has a strong history of working collaboratively on literacy issues.

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## Definition of Terms

In order to ensure active participation in this planning process we have identified the importance of developing a common language. Throughout this document the following terms will be referred to.

Coalition: A process of participation through which diverse organizations work together in a mutually beneficial and well defined relationship towards results that they are more likely to achieve together than alone (adapted from Ryerson University Course Content Community Collaborations in Support of Children and Youth)

Community: The children, youth, family, and adults who live in the geographic boundaries of SD #54.

District: School District #54 geographic area which comprises Moricetown, Smithers, Telkwa, Quick and Houston.

Literacy: The ability to understand and use printed information in daily activities at home, at work, at school and in the community.

Transition : Any event or non-event that results in change in relationships, routines, assumptions, and/or roles within the settings of self, work, family, health, education, and/or economics.

Early Development Instrument (EDI): A questionnaire designed to measure the state of children's' development at Kindergarten in the domains of

- Physical health and well being
- Social competence
- Emotional maturity
- Language and cognitive development
- Communications skills and general knowledge

## The Bulkley Valley Literacy Coalition

The Bulkley Valley Literacy Coalition was formed with community representation from across the District. The following is a list of partners and stakeholders that School District #54 has committed to working with on the District Literacy Plan:

- Houston Literacy Committee,
- Smithers Literacy Outreach Committee
- Smithers Community Learning,
- Smithers Public Library,
- Northwest Community College,
- Houston Public Library,
- Houston Link to Learning,
- K'yah Weget Education Society (Moricetown Band),
- Telkwa Reading Center,

- 
- Regional Literacy Coordination,

**Values:**

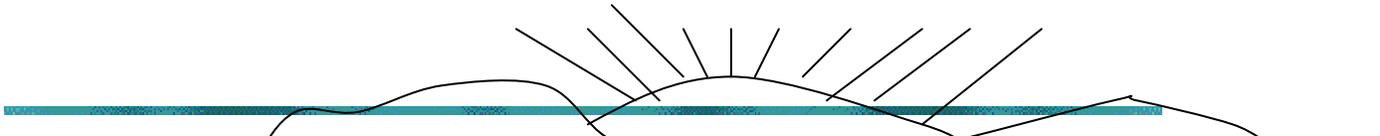
- As a coalition we recognize that each member is a distinct entity with a specific mandate. We recognize that no member will be expected to change their mandate as a result of membership in the coalition.
- Each organization has an equal voice at the table.
- We hold the guiding principles of Literacy Now

For further details please see Appendix 4 for our Terms of Reference

During the 2009/2010 year, the BV Literacy Coalition met 5 times over the year. At each meeting we take the time to share and learn from our experiences. We develop forms and questions to help literacy practitioners describe and examine their successes and challenges and how they related to our common goals for literacy development. This process has been important for developing connections and relationships which allow us to work collectively for change. The conversations that take place during this sharing of experiences spark new ideas for partnerships, open opportunities for referrals, and foster program development.

The membership of the coalition went through some changes over the past year as funding shifted and certain programs were discontinued by the Provincial Government. This included funding for aboriginal literacy through the Friendship Centres. Staffing changes in some of the member organizations have resulted in some temporary gaps in representation. We will be communicating with agencies in the fall of 2010 to encourage full membership or investigate flexibility in our meeting time to ensure participation of all interested.

We have experienced challenges in developing separate coalition goals while still acknowledging and supporting the goals of each member. This has been a learning experience for all the members.



June 2010  
3<sup>rd</sup> DLP  
Submitted!

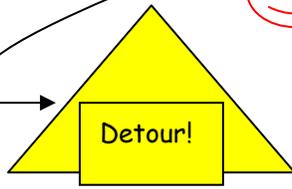
Houston gets  
A new LOC

Sept 09 NWCC funds  
regional coordinator  
position

Feb 2009 2 new  
Literacy outreach  
coordinators  
hired

June 2009  
Ministry of Ed  
cuts funds for  
regional literacy  
coordinators

October 2008:  
LiteracyNow and Min of Ed  
Develop the concept of  
Literacy Outreach  
Coordinators and we stop  
to develop these positions



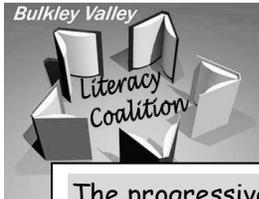
June 2008 - 2<sup>nd</sup> DLP  
submitted

Feb 2008 2 Focus Topics  
Identified: Transitions, and  
Outreach/Relationships

January 2008  
1<sup>st</sup> DLP submitted

October 2007  
Logo Created

Aug. 2007  
Terms of  
Reference



June 2007 BC Government  
decides that all literacy  
responsibility will be designated  
to the School Districts and  
requires a District Literacy Plan.  
BV Literacy Coalition forms

The progressive development of the Bulkley Valley Literacy Coalition. Formed as a community response to the changes in government policy, the coalition is made up of organizations which have literacy as part of their mandate and are located within the geographic boundaries of School District #54. The goals are to work together to develop and activate an integrated District Literacy Plan linking all programming relating to literacy.



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## ***Reflections on 2009-2010***

### **Highlights of Learning from our Success**

Each year our list of successes in innovation and creative collaboration grows and changes (see Update Table pgs 8-13). This is in part due to a deeper understanding and belief in the power of collaboration. One process we use to support this work is before each meeting member complete an update form on the successes and challenges they have had in meeting our common goals. They each take 2 minutes reporting on their updates and then hand it in along with what they have learned from listening at the end of each meeting. This has really helped us capture the learning and focus our efforts. Service providers have reported learning that initiatives can be linked across goals, service providers and communities. Many of the successes are a result of intentional relationship building. Members of the coalition recognize and appreciate of the importance that having regular 1:1 conversations with community stakeholders has on building their capacity to meet their clients' needs.

### **Challenges**

Strengthening existing relationships, orientating new members and attracting new representatives is an ongoing challenge and requires planning, coordination and connection time. This year the budget cuts that organizations experience is putting a strain on relationships and fosters a culture of competition instead of cooperation. As well, there has been a high turn over in staff in grant dependent agencies due to the tenuous nature. Another challenge is that those who regularly attend Literacy Coalition meetings have more voice and therefore more presence in this report. We need to find another way for those not attending, or who cannot attend, to contribute and participate in a meaningful way.

As we experience success in engaging more citizens in our programming we are finding people with higher needs are attending, which has created a need for specialized curriculum. The challenge arises in finding paid time for practitioners to develop the creative strategies needed to meet the needs of participants.

A lack of learning and community space has also been identified and members are looking at ways of working together to try to address this challenge.

### **New Trends needing New Strategies**

One of the outcomes of sharing our successes and challenges through the coalition is that we become collectively aware of changes happening in the community and in the literacy sector that we need to respond to. One example of members seeing an issue and then being able to influence a change in the system is students who wanted to enroll in the "Essential Skills for Work" program cannot receive social assistance. NW

Community College and the Moricetown Adult Education Centre advocated with other literacy groups and were able to get this policy amended for their circumstances.

There are other trends both positive and negative that we see impacting our communities and needing attention.

Affordable housing is in short supply and has resulted in community members with high needs in Smithers choosing to move to the community of Houston where they could afford accommodation. As a result of the move they are having difficulty accessing the services they used in Smithers and Houston is challenged with meeting this increase in demand for services.

We have seen an increase in graduation rates in Aboriginal students, BV Learning Centre students and Moricetown Adult Ed students, and are excited about this success; however, it does mean we need to ensure there is support for these students transitioning into work or post-secondary education. We are increasingly seeing a trend that work places are no longer taking students straight out of high school. Instead they are looking for additional training or qualifications.

The introduction of full day kindergarten is another trend that also will affect children transitioning into the school system and we need to ensure our services reflect the transition needs of our families.

## **Bulkley Valley District Literacy Plan 2009-2010 Update**

<b>Goals:</b>	<b>Expected Outcomes</b>	<b>Successes</b>	<b>Challenges</b>
<b>a) To improve transitions for</b>			
Children to kindergarten so that more students enter kindergarten ready to be successful	<ul style="list-style-type: none"> <li>▪ Early learning practitioners will have increased capacity to support transitions of their clients to school.</li> </ul>	<p><b>Funding:</b>  <b>Houston</b> – funding arrangement through ECD committee</p> <p><b>Smithers</b> – funding for new ECE position &amp; early learning program at the community kitchen. More mothers have been connected to the kitchen</p> <p><b>Programming:</b> District wide</p> <ul style="list-style-type: none"> <li>▪ outreach program,</li> <li>▪ full day Kindergarten is ready for implementation</li> </ul>	<ul style="list-style-type: none"> <li>▪ MCFD funding uncertainties affect Mother Goose, Drop in, childcare at the community kitchen, food supplies</li> <li>▪ Getting registration soon enough for planning</li> <li>▪ Funding for ECE positions and community kitchen is sporadic and uncertain. <i>More people are coming now, but with higher needs.</i></li> <li>▪ <i>How to assess if we</i></li> </ul>

Goals:	Expected Outcomes	Successes	Challenges
			<i>are reaching all the families who need support.</i>
Within the school system	<ul style="list-style-type: none"> <li>▪ Ability to evaluate and show small changes</li> <li>▪ More parent involvement</li> <li>▪ School staff more aware of the DLP and its goals</li> </ul>	<p><b>Programming:</b> <b>District wide</b> – more focused strategic district assessment plan, ACE-IT program, &amp; staff development initiatives</p> <p><b>Smithers</b> – Step up summer tutoring program very successful in helping challenged children transition on to the next grade over the summer.</p> <p><b>Telkwa</b> -Parents concerned about a group of children struggling with literacy came to the community lit coordinator for assistance. She worked with school staff and local childcare provider &amp; developed a rotating after school program to support this group of children.</p> <p><b>Moricetown:</b> supporting gr.7's to high school</p>	<ul style="list-style-type: none"> <li>▪ How to assess if we are reaching the students who really need the programming.</li> <li>▪ SD budget crunch means planning differently to provide funds for new initiatives.</li> <li>▪ Lack of funding within the school system to support these children. One child has an IEP but can get no support within the system. It is very hard to find outside financial support to fund this after-school program as it will mean losing funding for the ECE position for the community kitchen.</li> <li>▪ Moricetown – student motivation in transitioning</li> </ul>
<p>Young adults and adults to work and live independently in the community</p> <p><b>a) To improve transitions for Young adults and adults to work and live independently in the community</b></p>	<ul style="list-style-type: none"> <li>▪ More youth engaged in learning activities</li> <li>▪ More youth accessing options and opportunities in each community</li> <li>▪ More supports for youth learning in each community</li> <li>▪ Program that meets the needs of learners to transfer skills to</li> </ul>	<p><b>Programming:</b> <b>Houston</b> – possible extension of ESL program</p> <p><b>Smithers</b> – helping students with housing issues &amp; doing more referrals to other community supports</p> <p><b>SD:</b> ACE-it, Culinary Arts programs both closer to reality</p> <p><b>NWCC:</b> Work is ongoing to bring ESWK to Smithers &amp; Houston to</p>	<ul style="list-style-type: none"> <li>▪ Low vacancy rates for low income housing</li> <li>▪ Need better directory of community resources</li> <li>▪ Challenge of developing programs in partnership with other groups not on the same timeline.</li> <li>▪ ESWK participants cannot be on social assistance.</li> <li>▪ Learning Disability</li> </ul>

<b>Goals:</b>	<b>Expected Outcomes</b>	<b>Successes</b>	<b>Challenges</b>
(Cont'd)	workplace situations	<p>support young adults and low literacy adults with entry into the workplace. Closer to finding a space for this class. Progress has been made in convincing the Ministry to allow ESWK to stay on Social assistance.</p> <ul style="list-style-type: none"> <li>▪ <b>EYES</b> – Service Canada project with a work coach in Smithers &amp; Houston</li> <li>▪ Enrollment is up in CCP in Smithers and Houston</li> </ul> <p><b>Moricetown:</b> Adult education courses access courses with the college</p> <ul style="list-style-type: none"> <li>▪ New mill worker program</li> </ul>	<p>issue. We need a connection for high-school kids transitioning to the college. Need a LD review process</p> <ul style="list-style-type: none"> <li>▪ Need strategies for LD teens living independently once they graduate (See EYES under programs.)</li> <li>▪ Moricetown is working with the BV Learning Centre as an alternate location to transition to.</li> </ul>
Aboriginal learners to school, within the school system, and from school to work, post secondary education & training Aboriginal learners	<ul style="list-style-type: none"> <li>▪ Increased transition and graduation rates</li> <li>▪ Increased successful transitions to post-secondary and work</li> <li>▪ Success for learners and the system</li> </ul>	<p><b>Houston:</b> Continues to develop programming specific to Adult Aboriginal Literacy Learners in order to reduce barriers to participation.</p> <p><b>Smithers:</b> Aboriginal Literacy event, partnership. Many clients identified to enroll in ESWK are First Nations. Provided bus passes to help learners travel from Telkwa to college.</p> <p><b>Moricetown:</b> Bonnie George hosting an on-line forum on aboriginal learning in May 2010 3 students are taking Aboriginal Mental Health worker program.</p> <p><b>NWCC-</b> progress made in connecting to Ft Babine &amp; Houston Friendship Centre</p>	<ul style="list-style-type: none"> <li>▪ Closure of the Friendship Centre's aboriginal literacy program due to funding cut.</li> <li>▪ Ongoing support needs to be in place to ensure success. Who can provide this support?</li> <li>▪ NWCC staff find it hard to find time to connect with Moricetown</li> <li>▪ Health issues prevent/hinder success while attending college/university.</li> <li>▪ Motivation of students is a constant challenge</li> </ul>

<b>Goals:</b>	<b>Expected Outcomes</b>	<b>Successes</b>	<b>Challenges</b>
<p>Clients between services</p> <p><b>a) To improve transitions for Clients between services</b></p>	<ul style="list-style-type: none"> <li>▪ Documented successful transition stories by previously unsuccessful learners</li> </ul>	<p><b>Smithers:</b> Connected &amp; supported a First Nations woman to reapply to UNBC and access funding for education. Connected literacy clients with health assessments that can improve access to funding and resources.</p> <p>Individuals are starting to come to the community kitchen to participate in the "literacy skill building" and not necessarily in the cooking program</p> <p><b>Moricetown:</b> The Adult learning centre works closely with Social assistance, Health Dept, Band Council, and Kyah Wood Saw Mill</p> <p><b>Houston and Smithers:</b> participate in a joint Service Providers meeting for agencies related to employment and training.</p>	<ul style="list-style-type: none"> <li>▪ Not sure that clients understand the process of different assessments. Some of the differences are cultural and not necessarily mental/cognitive. Literacy workers feel there is a lack of understanding in some service provider processes &amp; staff.</li> <li>▪ We need to promote this as a type of small group session within the community. Develop literacy curriculum without necessarily belonging to the "kitchen". These creative delivery methods cause "brain strain" for instructors. Need to be funded for time to do this separately.</li> <li>▪ Service Providers is duplication for some of the participants.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Members will have increased ability to plan, implement and evaluate their literacy programs</li> <li>▪ The broader community will be aware of local literacy issues and the DLP</li> </ul>	<p><b>Regionally</b> – Community Literacy &amp; Learning Course developed which helps adult learners in moving between programs</p> <p><b>Smithers</b> :Improved collaboration between NWCC &amp; community agencies, Literacy Awareness Month included open houses at the community kitchen and NWCC</p>	<ul style="list-style-type: none"> <li>▪ NWCC staff find it hard to find time to connect with community groups</li> </ul>

<b>Goals:</b>	<b>Expected Outcomes</b>	<b>Successes</b>	<b>Challenges</b>
		<p><b>NWCC</b> – dual credit letter, post secondary letter, High school info sessions</p> <p><b>SD#54</b> – Special needs clients from Strong Start &amp; Pre-K are being referred for identification &amp; assessment</p> <p><b>Houston:</b> re-established connections with the broader Houston Literacy Committee</p>	
<p><b>b) To build capacity within the literacy sector of the communities</b></p>	<ul style="list-style-type: none"> <li>▪ Address learner needs through programming (buy in, trust and participation)</li> </ul>	<p><b>Smithers:</b> More partnerships have formed to organize literacy activities. Aboriginal Storytelling event in January was a great success</p> <p><b>NWCC:</b> CLL curriculum for non-readers, tutor/instructor pkg including assessment methods Shift in thinking re Learning disabilities, Move from fixing deficits to building strategies and using technology</p> <p><b>Moricetown:</b> Participating in the Aboriginal council of SD#54</p> <p><b>Houston:</b> Houston Link to Learning is undertaking program evaluation and restructuring to address community learning needs.</p>	<ul style="list-style-type: none"> <li>▪ Lack of learning space</li> <li>▪ Need someone to initiate and coordinate community events.</li> <li>▪ Learners would like to see more of these events</li> <li>▪ Funding for community orgs/colleges/SD's not yet clarified. How much capacity will we lose once the \$\$ settle?</li> </ul>

<b>Goals:</b>	<b>Expected Outcomes</b>	<b>Successes</b>	<b>Challenges</b>
<b>c) to develop a universal method of capturing evaluation data</b>	<ul style="list-style-type: none"> <li>▪ Ability to measure the impact of strategies on literacy rates</li> <li>▪ Measurements will be comparable in each community</li> </ul>	<p><b>Smithers:</b> This was the first year that community wide collection of participation stats for literacy activities was compiled.</p> <p><b>Moricetown:</b> Using Literacy benchmarks and have developed own tests with the Canadian Wood marc for mill employees</p> <p><b>Houston:</b> also uses the Community Adult Literacy Benchmarks with those learners who have set personal learning goals.</p>	<ul style="list-style-type: none"> <li>▪ Not all providers were forthcoming with information and so estimates had to be used.</li> <li>▪ Not sure that this goal is possible. We need to look for indicators of healthy, diverse, dynamic community.</li> </ul>
<b>d) to understand who our learners are</b>	<ul style="list-style-type: none"> <li>▪ Address learner needs through programming ( increase buy-in, trust, and participation)</li> </ul>	<p><b>Smithers –</b></p> <ul style="list-style-type: none"> <li>▪ working at Alpine Court affordable housing to get to know low income families and help them connect in the community</li> <li>▪ The community kitchen and literacy programs are doing well in understanding and responding to learners educational and cultural needs. Relationship building has been the way to do this.</li> </ul> <p><b>Regional/NWCC:</b></p> <ul style="list-style-type: none"> <li>▪ Learning Disabilities project – digital story</li> </ul> <p><b>Moricetown:</b></p> <ul style="list-style-type: none"> <li>▪ The Adult Learning Centre has specific staff who develop</li> </ul>	<ul style="list-style-type: none"> <li>▪ We need to understand clients’ challenges in caring for elderly parents and know what resources are available.</li> <li>▪ Ongoing funding for the community kitchen needs to be secured in both Smithers and Houston</li> <li>▪ Once we know their barriers and other factors it can be difficult to address them within the boundaries of our program and the limitations of other community programs. It’s a very slow process and often an uphill battle.</li> <li>▪ Village politics</li> </ul>

<b>Goals:</b>	<b>Expected Outcomes</b>	<b>Successes</b>	<b>Challenges</b>
		language and cultural courses to suit the students	

**Stories of Success:**

Community Literacy and Learning 010  
New Pilot Course with Community Literacy Organizations

CLL 010 is being used to bridge the gap between engagement and community learning activities that are offered by the community literacy organizations and the formal education provided by the college upgrading departments. The spin-offs of having this bridge include increased interaction of the college and community programs on three levels: the learner/student level, the practitioner level and the administrative level. Many literacy students attending the community programs were unaware of the existence of college upgrading for their level of learning, or of the supports available. College instructors also recognize the value of the informal learning opportunities offered through the community programs. CLL 010 is one step in our quest to offer the seamless educational opportunities and literacy improvement many of our region's citizens require.

Course Content:

Community Literacy and Learning 010 is based on learner goals. The course offers learners an opportunity to work on their self-identified learning goals in a community setting with transition to the college being their eventual goal. Some or all of the work will occur in informal community settings.

The course uses the Community Adult Literacy Benchmarks as the learning outcomes for the course; learners will identify goals related to an individual benchmark or a series of benchmarks.

Course Objectives:

For the learner, the Community Literacy and Learning course will provide the opportunity to develop basic skills and confidence prior to attending more structured courses and college classrooms. While doing so, they will accumulate skills and documentation transferable to college courses.

Course Format:

Total of 75 hours for the academic year

1-4 hours per week

Expected to be a mix of formats depending on learner's goals. May involve group work, hands on practical applications, community participation and individual learning.

Continuous intake

Course Prerequisites:

Learners are able to start this course with little or no literacy skills.

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Course Co-requisites:

None

Transfer Credits:

None

Recommended Follow-Up Courses:

English 021, 022, EDCP 020

### Ground to Griddle Community Kitchen – Smithers

In 2010/11 Community Learning will continue to build on the success of the “Ground to Griddle Neighbourhood Kitchen” program (the kitchen or CK). The kitchen has been able to provide clients with help to meet some of their basic needs such as food, as well as, literacy skill development in the form of reading recipes, cooking skills, healthy eating, food safe, basic math, budgeting, organization and planning. In addition, the kitchen has grown to offer specific more formal literacy training such as the “Writing Out Loud” program, “Aboriginal Literacy Theme Units”, the kitchen “Calendar Project”, and the “Cultivating Wisdom” project. The first provides opportunity for people to get in the “habit” of reading/writing, a much needed step towards literacy skill development. The Aboriginal Literacy Theme Units provide a First Nations cultural perspective while critically examining topics such as, the judicial system, historical perspective, literature and self awareness/reflection. The Calendar Project is a fun project where kitchen participants have been working collaboratively to create a 2011 calendar featuring photos, bio’s, and recipes from our kitchen. Through this project we have been able to build on participants “IT” skills and boost awareness in the community about literacy and the community kitchen. “Cultivating Wisdom” is a senior’s inclusion project wherein seniors/elders in our community have been formally invited to the kitchen to provide intergenerational knowledge sharing around harvesting, growing and preserving food.

As participant numbers in the kitchen continue to grow so do the requests for 1:1 tutoring and information about other learning opportunities in our community. A volunteer program has begun to create a team of community kitchen leaders who will be trained in literacy awareness and mentoring. These kitchen volunteers currently focus on building relationships with learners in the kitchen and therefore, will transition more easily to the role of 1:1 tutor. A spring mentor training session is planned for early June this 2010 for these volunteers and kitchen participants who have demonstrated leadership capacity. Another mentor training is planned for September 2010 that will include more volunteers as well as more kitchen participants. By including interested kitchen participants in this training opportunity we hope to build their capacity to be positive role models within their own family and in the community at large and as well, to understand the influence all people have to shape their community and lives.



#### Bulkley Valley Learning Center – SD #54

The Bulkley Valley Learning Center (BVLC) is an alternate school setting and run as a satellite of Smithers Secondary School. Students of Aboriginal heritage are highly represented at BVLC. Many students struggling in the regular classroom setting enroll at BVLC as a strategy to stay in school and be successful. However, many continue to struggle with school completion. In response, the staff embarked on a goal of raising the course completion rate of students. This involved many strategies and structures at the school including attendance contracts, visual displays, restructuring delivery, and responding to individual needs. As a result, the school had great success this year in celebrating 25 students who earned regular and adult dogwood graduation certificates. The number in 2007-2008 was 12, and 11 in 2008-2009. Moving into 2010-2011, the school will be maintaining this goal and embarking on a new goal of healthy lifestyle choices including food, substance, physical activity, and personal management issues.



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## Increased Success for Aboriginal Learners – SD #54

27 Aboriginal students graduating in one class was the all-time high for Smithers Secondary. This year, the class of 2010 consisted of 47 Aboriginal students. We are very proud of the success of these students and hope that they serve as role models for others. We know that this success is reflective of the work of teachers, support staff, and administrators with the support of parents and the community. We hope it is also reflective of our inquiry in recent years to reach at risk learners and improve the completion rates of our Aboriginal learners. Schools in our district have focussed on strong instructional and assessment practices, increased engagement, caring relationships, and integrating culturally relevant content and culture into school activities and course content.



## **Strategies for 2010/2011**

### **Relationship Building**

**Build on Trust:** The coalition wants to maintain the spirit of teamwork that has developed while continuing to understand and address the realities that practitioners face. We hope the groundwork we have done in building trust will allow us to work through even more sensitive issues and challenges as they arise.

**Monthly connections:** Each organization represented on the coalition will pick a month to invite other members and their organizations to connect with them. The nature of the connection will be determined by each member and could include activities like going for coffee, getting a tour of their building, or bringing clients to a program.

**New relationships:** School District #54, Moricetown Adult Ed, and NW Community College have identified need for stronger relationship and have made it a priority to meet

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regularly. We have identified the need to link our work with Early Childhood service providers and off-reserve First Nation organizations. In addition, we are always discussing who else can support a literacy movement in our district.

## **Outreach**

We have seen excellence in outreach through the development of community kitchens in the district and want to learn from their successes in engaging people with high needs. This learning will support all members of the coalition in getting the high need community members through the door.

## **Communication**

There have changes to the LOC positions in our district, which have highlighted the critical need for a community based liaison. It is important to distinguish the work of the Community Literacy Committees and the District Literacy Coalition, while at the same time find ways to support and link our work. We want to improve the two-way flow of communication between the work of the LOC's and the work of the coalition. Many of the community practitioners are unable to attend regular coalition meetings, yet their participation, ideas, and interactions are critical to our success. We plan to build on the tools we have (see appendix 6 Templates for New Forms) and create new tools that will help everyone stay aware of services, opportunities to work together and measure our collective progress. The LOCs will play a key role as the communication conduit in the community.

The coalition has identified the need to develop a communication plan to engage with the broader community and stakeholders. Strategies include presentations to Trustees and PACs, sharing our work with politicians, linking with community committees.

## **Evaluation**

Creating evaluation processes that are useful for multiple stakeholders is an ongoing challenge. We have started to compile and learn from the evaluation information organizations are currently collecting (see Appendix 8 Evaluation Survey). The next step is to see if we can find commonality or identify an indicator that would support our planning. The School District has been tracking data in more specific ways that could support the conversations and planning at the coalition. We hope to use their data for a data driven dialogue process this fall.

## **Appendices**

- 1 Smithers Community Plan
- 2 Houston Report
- 3 Kyah Wiget Adult Learning Centre Report
- 4 Community Descriptions for Moricetown and Telkwa
- 5 Coalition Terms of Reference
- 6 Templates for New Forms
- 7 School District #54 Data

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## 8 Evaluation Survey Results

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## Appendix 1 – Smithers Community Plan



# Smithers - a Learning Community

## The Literacy Outreach Plan

Submitted by the Smithers Literacy Outreach Steering Committee  
To Legacies 2010, Literacy NOW  
May 2010

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## **Introduction**

Smithers is a community characterized by pride. Most citizens value the opportunity to live and work in this beautiful valley in Northern British Columbia. They value the diversity of the area's amenities, such as the outdoor recreation, the music, art and cultural programs and the many services provided by the civic government, service organizations and businesses. The people of Smithers demonstrate their appreciation by being generous with their donations of financial support, time, skills and energy for projects that strengthen their community.

However, like many other communities, Smithers has distinct socio-economic divides. Statistics tell us Smithers' average income is above the provincial average, yet the unemployment rate is also above the provincial average. While the causes of unemployment and the subsequent socio-economic associations are complex, one clearly identified, substantive factor is literacy.

Improvements in the levels of literacy in our community have direct, measurable and valuable results for every citizen of the Town of Smithers. Through the implementation of the goals and strategies identified in this community learning plan, Smithers is working on becoming one of the province's leading "learning communities", a potentially defining asset that will result in positive social and economic outcomes.

To address the needs of today's learners requires a clear understanding of the definition of literacy. Literacy is *"an essential academic and social practice that involves reading, writing and understanding in the various situations in which we live and work. It enables us to communicate and represent knowledge in various ways and allows us to access ideas from a variety of sources and technologies. Literacy is used to enhance skills, opportunities and quality of life."*<sup>1</sup> By embracing the principles of life-long learning in Smithers, people of all ages and with a wide range of literacy skills, will more effectively improve their quality of life by increasing their participation in the work, leisure and educational opportunities in and around Smithers.

Currently, there are several excellent literacy programs in the community, provided by organizations such as Smithers Community Services Association, Northwest Community College, Smithers Public Library, and School District #54, to name only a few. The development of a formalized combined solutions approach to literacy began in 2005 when Smithers was chosen among six other communities to serve as a pilot project for the provincial Literacy NOW initiative.

A dynamic and committed Smithers Literacy steering committee actively researched and identified the goals and potential solutions around literacy. The result is the

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<sup>1</sup> Literacy NOW! An Innovative Provincial Strategy for Communities

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original plan, ***Smithers - a Learning Community***. This document serves as a base on which the ongoing work has been built. It was developed based on these principles:

- Build upon the current strengths
- Maximize the effectiveness of all funding
- Find creative and sustainable solutions
- Ensure the community is invited to participate

**Smithers - A Learning Community  
Vision 2010**

**The value of life-long learning is visible and fully integrated into the Smithers community. All citizens are aware of and able to participate in a diverse range of learning opportunities without barriers of stigma or access. A *Learning Community* is a defining asset of the Town of Smithers.**

Over the past five years, Smithers has worked to make significant and lasting changes to evolve into an active learning community. During the final year of implementation funding, the Literacy Outreach Steering Committee looked at our original Community Learning Plan and decided which goals were still priorities in our community, and which had become obsolete or irrelevant, given changes in literacy implementation and coordination.

In keeping with Objective III of our original Community Plan: *Create and manage a centralized Community Learning Place*, relationships between various stakeholders were built and/or strengthened. In partnership with these organizations, a community kitchen was formed in January 2009. Existing literacy programs had been struggling with learner recruitment and retention, and coordinators identified food security as a major reason for lack of participation. The community kitchen was created to meet food security needs of these potential learners. The Community Kitchen was later named the *Ground to Griddle Neighbourhood Kitchen* by participants, as it is closely connected with the Princess Street Neighbourhood Garden.

In the fall of 2009, The Ground to Griddle Kitchen expanded through direct collaboration with Northwest Community College's CCP Program (NWCC) and its modified entry level English curriculum. Within this program, learners are well served in working towards their learning goals and are being supported by a community-based organization as well as an educational institution. Thus, the

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Ground to Griddle Neighbourhood Kitchen has been utilized as a Community Learning Place.

### **Recommendations for creating Smithers - a Learning Community**

#### **Goals: Creating a Learning Community**

Based on the successes and challenges of the past two years, we will continue to work towards the following goals:

- 1. Expand the kinds of learning programs to more fully meet the gaps in our literacy programming, addressing the new, broader definition of literacy. In keeping with this, broaden the base of stakeholders of literacy, beyond traditional literacy agencies.**
- 2. Increase the awareness, visibility, access and usage of existing literacy programs and assets in Smithers and area.**
- 3. Identify high-priority learners and serve their needs through targeted outreach and support and decreased social access barriers.**
- 4. Identify, prioritize and fulfill gaps in learning programs for all ages.**
- 5. Maintain and sustain the community kitchen project.**
- 6. Identify partners to find a more permanent location for a community learning centre.**
- 7. Support the Bulkley Valley Literacy Coalition and the School Board District Literacy Plan through community partnerships and involvement.**

### **Objective and Strategy Details**

#### **Goal 1:**

**Expand the kinds of learning programs to more fully meet the gaps in our literacy programming, addressing the new, broader definition of literacy. In keeping with this, broaden the base of stakeholders of literacy, beyond traditional literacy agencies.**

#### **Strategies:**

- Broaden the base of stakeholders of literacy beyond traditional literacy agencies through collaborative projects, such as:**

- 
- continuing support to the community kitchen and garden
  - coordinating and organizing literacy-focused seniors workshops
  - facilitating filing income tax returns using Quick Tax
  - Improve community computer literacy and encourage use of computer and online tools to meet and complete personal goals.
  - Continue to partner with Smithers Community Services Association, Northwest Community College and School District No. 54 to expand current programming. One possibility is to support an *Essential Skills for Work (ESWK) Program in collaboration with NWCC.*

### **Goal 2:**

**Increase the awareness, visibility, access and usage of existing literacy programs and assets in Smithers and area.**

#### **Strategies:**

- Create an on-line directory of literacy services in Smithers and area via the Smithers Community Services website ([www.scsa.ca](http://www.scsa.ca)).
- Submit local literacy services information to Literacy BC for its BC Literacy Directory.
- Develop presentations and information packages to present to businesses and service providers regarding literacy awareness, and offer to conduct literacy audits.
- Strengthen social networking through Facebook.
- Invite additional partners to assist with Literacy Awareness Month in Smithers and area.
- Continue to support Smithers Public Library with its library expansion project to enhance their theme of “Space, Light, Literacy”.
- Encourage new readers to use the library by hosting community literacy events at the Smithers Public Library.

### **Goal 3:**

**Identify high-priority learners and serve their needs through targeted outreach and support and decrease social access barriers.**

#### **Strategies:**

- Continue to support the work and collaborations of the Ground to Griddle Neighbourhood Kitchen and Princess Street Neighbourhood Garden.
- Engage literacy organizations and advocates for literacy to create places and opportunities for literacy activities, such as:
  - Social events for learners and their families, e.g. sleigh ride, Christmas cookie baking, pumpkin carving, bowling, etc.

- 
- Utilize community radio stations as non-print source to advertise learning opportunities for literacy learners.
  - Coffee houses to offer creative writing, Internet access, storytelling, etc.
  - Creative literacy activities for all age groups to be held at Smithers Public Library.
  - Expand literacy focus at community kitchen through Community Literacy and Learning curriculum (NWCC) and Writing Out Loud activities.
  - Identify partners to expand the annual adult learner event into an adult learner workshop series.

**Goal 4:**

**Identify, prioritize and fulfill gaps in learning programs for all ages.**

**Strategies:**

- Through the Literacy Outreach steering committee, raise awareness in the community of the role of the Literacy Outreach Coordinator.
- Increase access to adult literacy programming by supporting practitioners in offering learning opportunities outside of regular programming hours.
- Continue to work with the BV Literacy Coalition and School District No. 54 to develop partnerships that strengthen community literacy activities for all ages.

**Goal 5:**

**Maintain and sustain the community kitchen project.**

**Strategies:**

- Ensure early learning component and childcare is provided at community kitchen to ensure community access and participation.
- Assess viability of community kitchen with stakeholders.
- Identify and apply to funding sources that champion literacy.
- Find community business sponsors to support the community kitchen.
- Explore fundraising options for community literacy support.

**Goal 6:**

**Identify partners to find a more permanent location for a community learning centre.**

**Strategies:**

- Revisit original learning centre model and determine whether this model can still work, given the learning successes through the community kitchen and the *Community Literacy and Learning* curriculum.

- 
- Continue to work with Smithers Community Services Association (SCSA), one of the partners which identified the need for a community learning centre in its 3-year strategic plan.
  - Continue to work with Northwest Community College and School District No. 54 as well as additional partners who can help realize a community learning centre for Smithers.

**Goal 7:**

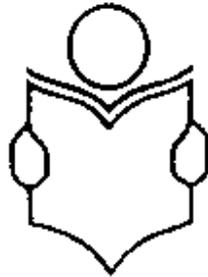
**Support the Bulkley Valley Literacy Coalition and the School Board District Literacy Plan through community partnerships and involvement.**

**Strategies:**

- Continue to build strong community and school district partnerships.
- Seek funding and coordination for a rotating after-school program to address literacy gaps in the school population.
- Build more community support for school-based literacy programs like PALS (Parents as Literacy Supporters), homework clubs, one-to-one reading, etc.
- Collaborate with Volunteer Smithers to link high school students, adults, seniors and Elders to elementary schools as volunteers, e.g. reading to/with children, storytelling, etc.

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Appendix 2 – Houston Report



# **Houston – A Caring Community**

**Our Report to the District Literacy Plan  
2010**

**Submitted by the Houston Literacy Task Force**

**June 2010**

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## **Introduction**

Houston continues to be a caring community. We are fortunate to have capable people willing to support those in need.

The Houston Literacy Task Force is supported by the Houston Literacy Committee. We are thankful for the generous support we receive from Houston Link to Learning, Northwest Community College and the 2010 Legacies Now.

The Houston Community Task Force is in the process of reviewing and amending the Houston Community Literacy Plan for 2010 - 2011. The Task Force will complete and present this plan to the community on September 8<sup>th</sup>, 2010, International Literacy Day.

## **Partnerships**

Service providers for whom literacy is an issue are many in Houston. Presently, the Task Force has a relationship with the following agencies: Community Futures Development Corporation of Nadina, District of Houston, Early Childhood Development Committee, Houston Christian School, Houston Community Services Association, Houston Friendship Centre, Houston Link to Learning, Houston Public Library, Houston Secondary School, Northern Health, Northern Society of Domestic Peace, Northwest Community College, and the Northwest Regional Literacy Coordinator. We would like to expand our network to include the 2 aboriginal elders, 1 or more business representatives, faith-based groups, R.C.M.P, seniors, and 2 youths. We realize funding cuts, time constraints, and segregation amongst agencies are issues that need to be addressed if we are to collaborate efficiently and effectively.

This report attempts to summarize opinions held by members of the Houston Literacy Committee with regards to both the Houston Community Literacy Plan (2008) (HCLP) and present issues, barriers, goals, strategies and progress related to literacy throughout the District of Houston as at June 2010.

## **Process**

Working with an emerging Task Force, the present (as at May, 2010) Literacy Outreach Coordinator (LOC), compiled a narrative survey that allowed for reflection on what has happened in terms of successes, original goals, community partnerships, changes affecting literacy, lessons learned, new opportunities, challenges, or issues, adjustments and new initiatives. In an effort to build new relationships, the LOC went out and met with thirteen members of the original Houston Literacy Committee.

## **Success Steps for Literacy in Houston**

- 
- Literacy Outreach Coordinator is in place and supported
  - Task Force is working towards Terms of Reference and a Memorandum of Understanding.

### Early Childhood

- Make Children First now receives direct funding to Houston
- Ready Set Learn is now fully funded

### Family Includes (K-12)

- Life Skills Program (at the secondary school 2010-2011)

### Adult

- Community Literacy and Learning Course (NWCC in partnership with community organizations)
- ESL for Adults One on One is in place
- Expanded post-secondary options (NWCC)
- Farmers Market (back in a place of priority within the town)

## **Current Issues**

### **Duplication of Services**

While Houston offers many opportunities for literacy and learning, several of our service providers are operating within their own boundaries. They are, in a manner, segregated from the community as a whole. Sometimes similar programs occur unintentionally. They offer the program because they see the need and they have the funding in place. Other times, agencies offer similar programming because their participants aren't willing or aren't encouraged to integrate. Unfortunately the latter situation can lead to misunderstanding and tension between agencies.

### **Barriers**

Houston continues to lose government services. Some government services can only be accessed on line and this requires reading, computer skills, and a computer. Other government services require a one on one phone conversation. Both of these delivery systems are problematic: not everyone has access to a telephone, internet or fax machine.

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Government restructuring is also a barrier. For example, social assistance application forms used to be available at a non-government organization (NGO). Presently an applicant now has to go a government agency to access the form and then return to the NGO for help with filling in the form. In one case, a cheque for a bus ticket from Houston to Prince George was held in Smithers for the recipient to pick up. What works in larger centres will not always work in smaller regions, but sometimes we need a service that isn't even offered.

In addition, some government client care providers need literacy awareness training. People for whom literacy is a barrier need to be respected. Crossing the threshold into the service is step in the right direction; they need to be supported not made to feel awkward.

### **Changes in Houston**

Our town is adversely affected by the recession of 2009. The two lumber mills cut back production for a time and laborers accepted reduced hours or pay. Job security is a big concern. This is a barrier to employees who must compete for a reduced number of positions. To be a successful candidate, a person may need to learn new skills. Those skills are often written in less than clear language: lower reading skills create a barrier to advancement

A few government services were pulled back to Smithers and a large company shut its doors and released twelve families without notice. As a result, Houston has seen an outflow of functioning families.

Conversely, Houston has experienced an inflow of high priority couples and families. They are moving in from other towns because of low cost housing. They have arrived with many needs and barriers. They require services to and for which we do not have access or support.

It is especially problematic for the children of families with abuse issues. Displaced teens meet and gather away from the school. Racial segregation and tension are increasing. The schools are trying to adjust curriculum to meet the changing population. The community wants newcomers to buy-in to Houston but hasn't quite figured out how to accomplish that.

## **Challenges for our Community Literacy Plan 2010-2011**

### **Reorganize**

The Houston Literacy Committee began with big plans and noble goals. At first, people attended and were engaged. Over time the committee lost momentum as the goals seemed without definition. The committee was struggling, as was the entire provincial literacy field, through the fall of 2009. We realize now the need for a smaller more focused Task Force. We are presently working on terms of reference and a memorandum of understanding. At the same time, we are committed to revisit and renew our Community Literacy Plan before bringing it back to the HLC for endorsement.

### **From Our Current Goals to SMART Goals**

The 2008-2009 goals are as follows:

1. to work together to address identified gaps and needs;
2. to facilitate the development of a community education plan;
3. to enhance community awareness of literacy and its link to issues of social justice; and
4. to promote the benefits of literacy within the community.

Our goals were too large and open-ended. For goals two through four, we, as a community literacy committee, lacked specific capacities to follow through to completion. Timelines were not in place. After a certain point in time, we literally stopped; very few agencies were coming to the table. People felt frustrated. Funding and services were stretched. Three different committees in town had the same people at the table. Those attending felt little was being accomplished and that their time could be better spent elsewhere. In many instances, passionate people doing the work were doing it off the corner of their desk without management support. If people didn't see a return of their time, they couldn't justify participation.

Goal one was realized at a specific time and programs are in place to address a good number of those needs and gaps. ESL for adults, an increase in local certificate programs, learners' license preparation, and public access to the internet, are just a few of the new programs. Goal one, however, is not, nor ever will be completed. By its very nature, goal one needs to be reviewed and acted upon yearly.

The Houston Literacy Task Force is in agreement that our goals for 2010-2011 should be SMART goals. Goals, in order to provide purpose, need to be specific, measurable, attainable, realistic and timely. In this way, the whole goal statement is a measure for the project that results to achieve the goal. Each project in turn can usually be separated into short steps or small measurements.

If our goals are to be attainable, they need to be important to those contributing to its completion. In that way, we will develop attitudes, abilities, skills and financial capacity to reach the desired outcome.

As a Task Force, it is our hope to encourage purpose and commitment across the larger Houston Literacy Committee. As a Task Force, we will compile what we have surveyed and create four SMART goals to achieve for the year 2010-2011. The goals will be brought forward to the HLC for endorsement. At this point, anyone wishing to work towards completion can volunteer. This would be in keeping with the vision statement of the HLC (2008): The HLC works collaboratively to mobilize, coordinate, integrate, and support literacy and learning in the community of Houston.

## **Possible Goals for Consideration**

1. Members of the Task Force will agree upon written terms of reference and a memorandum of understanding for its operation to support literacy in Houston. To be completed by Sept 7, 2010.
2. Member of the Task Force will help create, maintain and distribute a community learning calendar. First month of distribution to be Sept. 2010.
3. The Literacy Outreach Coordinator will gather the tools needed and make the indicated physical connections by October 1, 2010:
  1. 3 high-priority groups within Houston – initiate relationships across the community;
  2. 2 district and/or regional events – to exchange information and fulfill obligations; and
  3. 3 local service providers - to serve, assist and support.
4. The Task Force will consider the input from the HLC survey (2010) and formulate between 3 or 4 more SMART goals to be completed no later than April 2011.
5. In March of each year, the Task Force will revisit the CLP (either one on one with HLC members or as a group) and make changes as a result and present capacity. Those goals will then be brought forward to the HLC, by September at the latest.

## **Assessment**

Assessment is a reality for many agencies. Whenever money goes in, an assessment or report comes out. It is a challenge because our assessment methods change, we are not sure what to assess, the people requiring the assessment impose a dysfunctional format or fit, and very few of us like to be assessed. Assessment often presumes judgment and very few of us like to be judged.

Currently there is discussion at many levels about how and what we should assess: values or skills, participants or programs. It is not within the scope of this report to give this topic a full investigation. Just as we must set measurable goals for community literacy, so must we assist our participants in setting their own goals upon entering a program. SMART goals, as mentioned earlier, will provide for a simple form of assessment and self-set goals will empower the participant. Value and skill would then be addressed. The funder and the service provider need to refer back to their goals as they consider evaluation. The goal in itself should be an assessment tool.

Direction for assessment comes from the funding agency that is removed from the service being provided. Funding agencies are now asking service providers “How will you evaluate?” With a coordinated effort, Houston service providers could create and use templates from which we could collect common data sets. This could provide both qualitative and quantitative data that could then be used collaboratively by local agencies as well as with other towns in our district. For example, “Has the participant participated in previous programs?” “What do you hope to gain from this program?” “What goals will you set?”

## **What We Have Learned about Successful Partnering**

Service providers are busy people; each agency has its own purpose and / or mandate. Good leadership is very important if partners are to successfully collaborate. The Bulkeley Valley Literacy Coalition is a

good example of such leadership. Participants are provided with tasks to complete at the meeting. The results are compiled and shared with the group at a later time.

Successful partnering requires a commitment to a purpose. With many agencies and organizations experiencing fiscal restraint, it is difficult to secure participation. We need find alternative methods which will allow partners to participate. Houston is production oriented. If members continually attend a committee's meeting, it is because they leave feeling they have accomplished something.

### **What Needs to be Done**

We must consider our changing population. Programs will have to change as we address their needs to integrate into our community.

Literacy threads itself through many aspects of a functioning community. The extent to which literacy challenges are present may not be understood or even recognized by some micro-communities within Houston.

We must also try and collaborate across agencies and participants, but first we must establish and maintain a trusting relationship with one another. At this point in time, we need to bring potential partners together and give them a task to accomplish during the meeting: doing something together will help build relationships.

For those agencies or programs who have established trusting relationships with participants, we applaud you. We must support you, we hope to emulate you, and join you in some activities.

Embrace Learning.

Include Everyone.



# Kyah Wiget Adult Learning Centre

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**205 Beaver Road, Smithers B.C. V0J 2N1**

APRIL 13, 2010 ANNUAL GENERAL MEETING

The Adult Education Center continues to add programs and opportunities for the Moricetown community. We have one student completing the Adult Dogwood program. We have four students completing English 12; two students are completing Principles of Math 11. Two students are completing First Peoples' 12. This is a partnership with School District #54. We encourage community members to explore the various educational opportunities available. The staff reviews transcripts and makes recommendations for upgrading or post-secondary options.

Additional students have completed grade 10 Math and English as part of the college access program. This is a partnership with Northwest Community College. They have supported the Health Access and Art Access- moose hide programs.

Two of our former students are participating in the Aboriginal Mental Healthcare Worker program. We support them by making the computer lab available and by tutoring with course material.

We maintain the computer lab for the community with assistance from Service Canada. We have offered computer courses for the community and the elders. Students completing on-line post-secondary courses use the computer lab and obtain assistance from the teaching staff.

We offer various 'ticket' courses: First Aid, Transportation Endorsement, Food Safe, Firearms Acquisition and WHMIS.

Two students attended the TRANSITIONS program offered at the University of Victoria.

We obtain funding partially through INAC. Proposals are written to FNEESC for additional funds for specific programs. We also obtain a large sum through the Ministry of Advanced Education Literacy program.

KyahWood has joined with the adult education staff to provide the PULL AHEAD BC curriculum to potential sawmill workers. Math essentials are offered on Tuesday with literacy and team building skills offered on Wednesday. We will continue this partnership for the benefit of the employees and the mill next year. We will offer the upgrading necessary for employees to pursue apprenticeships relevant to the mill, such as millwrights, electricians, welders and carpenters.

The Adult Education Center mission is to provide quality educational opportunities to the community. We encourage the community to utilize these opportunities.

## Appendix 4 Community Descriptions

**Telkwa:** Located between Smithers and Houston on Highway 16, Telkwa is a village of approximately 1000 residents. It sits at the confluence of the Telkwa and Bulkley Rivers and is considered a bedroom community of Smithers. It is home to an elementary school, a small library known as the Telkwa Reading Centre and a busy early childhood education centre known as Normas Ark. There is strong community spirit in this little village and the community is made up of a healthy mix of all ages and incomes. Literacy initiatives in the community include Ready Set Learn, Mother Goose, and summer reading programs for children.

**Moricetown:** Moricetown is a Wet'suwet'en Village located along highway 16, approx 30 km west of Smithers. There are five Wet'suwet'en clans: Gilseyhu (Big Frog), Laksilyu (Small Frog), Gitdumden (Wolf/Bear), Laksamshu (Fireweed), and Tsayu (Beaver clan).

The community is in a development phase of literacy planning and does not have Literacy Now funding or a formal literacy community plan. However, the literacy work that is growing is innovative and cutting edge in terms meeting the literacy needs of the community. Some of literacy programs and supports in place include: an Adult Education Centre, a Health Centre, a Band Elementary School, a Head Start Program, Healthy Babies Healthy Families Program, A manufacturing centre is also being built that will provide training, employment, and literacy supports to community members

# Appendix 5 – Terms of Reference

## Bulkley Valley Literacy Coalition Terms of Reference

### The coalition exists to:

- Be a venue for community input to the District Literacy plan mandated by the ministry of Education
- Work collaboratively and support individual organizations to activate the district literacy plan
- Work collaboratively to identify and remove systemic barriers, fill delivery gaps, and support innovative approaches to literacy development.
- Ensure efficient use of existing money and make best use of resources in the Bulkley Valley
- act as a group to access funding that may become available
- Coordinate and support actions of literacy organizations

### Guiding Principles or core values:

- As a coalition we recognize that each member is a distinct entity with a specific mandate. We recognize that no member will be expected to change their mandate as a result of membership in the coalition.
- Each organization has an equal voice at the table.
- We hold the guiding principles of Literacy Now

<b>Guiding Principles of Literacy Now</b>	
<b>Relationships and Collaboration</b>	Communities build and support networks, partnerships, and mentoring relationships.
<b>Innovation</b>	Communities value new ways of viewing existing programs, new partnerships, and new ideas for programs.
<b>Respect</b>	People will be treated with respect and will be encouraged to freely share their ideas. Diversity will be welcomed and valued.
<b>Capacity Building</b>	Initiatives promote and sustain lifelong learning for all participants and focus on improving the life changes of children and adults. People feel empowered to act.
<b>Access for All</b>	All community members have the opportunity to be part of the planning process and the programs. Community members respect the hopes and dreams of everyone and there is a place for all.
<b>Strength Building</b>	Success grows from long-term, sustained commitment to literacy learning.
<b>Sustainability</b>	Communities respect, build on, and enhance past and current practices.
<b>Joy</b>	People are involved in friendly and enthusiastic ways, celebrating success from time to time.

### Membership:

- Every organization in the Bulkley Valley which has a literacy mandate is welcome to send a designated representative who would consistently attend.

- Membership is renewed on an annual basis by indicating commitment at the first meeting of the year.

**Governance:**

- The group will designate the position of the chair annually who will call meetings, develop meeting agendas with the assistance of the coordinator, and will speak on behalf of the coalition when required. This does not prevent all members from being advocates for the coalition and/or speaking about literacy issues.

**Coordination of Group**

- A specific person will be delegated to coordinate, take minutes, circulate information, hold the email address, receive inquiries

**Meetings:**

- Meetings will be held minimum of 4 times a year or more frequently if required.
- Sub-committees will be formed and meet as needed.

# Appendix 6 - Templates for new forms developed

## 1) Literacy Coalition - Updates Form

Use this rubric to describe the success and challenges you have had working towards the Literacy Coalitions Goals. Please complete in preparation for each meeting. Only fill in what you can. This will be handed in at every meeting.

	<p align="center"><b>Success</b></p> <p align="center">Share your successes and ask questions to learn from other's successes</p>	<p align="center"><b>Challenges</b></p> <p align="center">Share your challenges and listen for opportunities to support others in overcoming their challenges.</p>
<p align="center"><b>Goals</b></p>		
<p><b>To improve the transition of children to Kindergarten so that more students enter kindergarten ready to be successful</b></p>		
<p><b>To improve the transition rates with in the school system</b></p>		
<p><b>To improve the transition rates of young adults and adults to work and to live independently in the community</b></p>		
<p><b>To improve the transition for Aboriginal learners to school, within the school system and from school to work or post secondary education and training</b></p>		
<p><b>To improve transition of clients between services</b></p>		
<p><b>To build capacity within the literacy sector of our communities.</b></p>		
<p><b>To develop a “universal” method of capturing evaluation data so that we can more effectively measure progress across the district</b></p>		
<p><b>To understand who our learners really are; related to culture, motivation, barriers, and skills</b></p>		

Updates from last meetings action plans:

**2)Literacy Coalition Action Form**

*Reflecting on what I heard during the meeting today*

Here is what I learned....

Here is who I want to connect with .....

Here is an idea(s) I want to work on. ....

Here is the first step(s). ....

Here is how we will know if it made a difference .....

Form Completed by:

Date:

## Appendix 7 – School District #54 Data

### Transition Rates:

Aboriginal	Grade 6 to higher	Grade 7 to higher	Grade 8 to higher	Grade 9 to higher	Grade 10 to higher	Grade 11 to higher
2004/05	100	98	84	79	80	69
2005/06	100	100	94	69	83	68
2006/07	100	97	84	95	92	80
2007/08	98	100	98	87	73	74
2008/09	93	98	96	95	78	78
<b>All Students</b>						
2004/05	97	99	95	96	91	88
2005/06	98	95	96	94	92	85
2006/07	100	98	99	97	93	81
2007/08	99	100	99	96	93	83
2008/09	98	98	98	94	90	86

### 6 Year Completion Rate:

% Graduating	Actual 04/05	Actual 05/06	Actual 06/07	Actual 07/08	Actual 08/09	Target 09/10
Dist	78	80	82	74	80	85
Girls	81	77	82	78	81	85
Boys	76	82	82	70	78	85
Prov. Av.	79	78	80	78		
Aboriginal	56	50	51	46	56	65
Aboriginal Girls	67	42	50	40	49	65
Aboriginal Boys	49	58	51	52	65	65
On-Reserve	16	19	31	24		45
Off Reserve	62	54	61	59		70
Prov. Av.	48	47	49	47		

**2010 Reading Data: % Fully Meeting or Exceeding Information**

	Reads & Understands Information – T3 Report Card	District Reading Assessment - Spring	FSA
<b>Grade 4</b>	68	50	76
<b>Grade 7</b>	73	56	67

**English 10 Provincial Exam**

All Students	Actual 04/05	Actual 05/06	Actual 06/07	Actual 07/08	Actual 08/09
<b>English</b>					
<i>Success (course)</i>	90	95	93	94	<b>97</b>
<i>A &amp; B (exam)</i>	31	41	39	52	<b>47</b>
<i>Average exam mark</i>	68	71	71	74	<b>72</b>
<i>Comp to Prov.</i>	-1	0	+1	+3	<b>+2</b>
<i>Participation</i>	78	88	89	84	<b>80</b>

Aboriginal	Actual 04/05	Actual 05/06	Actual 06/07	Actual 07/08	Actual 08/09
# of writers	42	41	39	49	<b>40</b>
Participation Rate	61	77	78	64	<b>57</b>
Pass Rate %	66	93	79	84	<b>95</b>
Average Exam Score	56	67	71	66	<b>66</b>

**EDI Results - 2001-2003 vs. 2004-2007, and 2009**

Proportion of Students (%) Vulnerable on EDI Subscales:  
District

Subscale:	2001-2003	2004-2007	2009
Physical Health and Well- Being	12.4	11.8	16.2
Social Competence	14.8	11.8	13.6
Emotional Maturity	11.9	11.1	14.4
Language & Cognitive Development	13.0	11.8	11.7
Communication Skills & General Knowledge	8.6	11.1	14.3

# Appendix 8 – Evaluation Survey Results

## 1) School District #54

### BV Literacy Coalition – Evaluation Survey June 2010

Name of Agency: SD #54  
population: School aged children

Name of Program: Various

Target

a) **Anecdotal Info** – stories, informal learnings, observations, etc.

Types of qualitative data you collect	How you capture it	How you use it in evaluation and planning.

**b) Qualitative Data** - ( please list the names of the reports or collections and describe them generally as to their contents) – example on first line.

Type of data might include % or averages, or totals, also individual vs group by class or program, how frequently collected ( monthly, annually).

Name of Report	Content	Type of Data	How used in Evaluation	How used in Planning
DIBELS (SPRING)	Reading Fluency progress	% of students at risk	Show progress of cohorts in reading fluency gr 1-3	Early intervention planning
Demand Write (SPRING)	Writing progress	% of students meeting or exceeding on BC performance standards	Used to show % students fully meeting or exceeding expectations	Indicates where interventions are needed and can be used to design appropriate strategies. Used in comparison to other, similar data.
District Reading (SPRING)	Reading progress	% of students meeting or exceeding on BC performance standards	Used to show % students fully meeting or exceeding expectations	Indicates where interventions are needed and can be used to design appropriate strategies. Used in comparison to other, similar data.
FSA (FEB) (Foundation Skills Assessment)	Reading, Writing, Numeracy progress	% student meeting or exceeding provincial standards gr 4 & 7	Provides checkpoints indicating student progress	Can, if aligned with other data, indicate cohorts which need additional support. Used in comparison to other, similar data.
Report Card Data				Used in comparison to other, similar data.

SR Survey (District FALL)	Perceptions and attitudes students have about school	Shows increase of decrease in students' perceptions and attitudes toward school	% of students responding "usually" or "always"	Identifies how grade groups, gender, aboriginal/non-aboriginal students feel about school and helps schools design activities to increase school efficacy.
Satisfaction Survey (Provincial SPRING)	Perceptions and attitudes students and parents (gr 4,7,10,12) have about school	Shows increase of decrease in students' perceptions and attitudes toward school	% of students responding "all the time" or "many times"	Identifies how grade groups, gender, aboriginal/non-aboriginal students feel about school and helps schools design activities to increase school efficacy.
Transition		% students transition from grade to grade	Identifies cohorts	Used to show trends over time and identifies cohorts that may need additional support/specific information
Completion		Students completing grade 12 within 6 years of entering high school	Is ultimately the measure of school success. Do students complete within 6 years of entering high school?	May be used to identify specific cohort over time as not achieving (i.e. gender, aboriginal). Has lead to the SD#54 goal focus on aboriginal student success.

\*ALL data is, or can be, disaggregated male/female and aboriginal/non- aboriginal or ALL

## 2) Northwest Community College

### BV Literacy Coalition – Evaluation Survey June 2010

**Name of Agency: NWCC**

**Name of Program: Regional Literacy Coordination**

**Target**

**population: Low literacy adults**

a) **Anecdotal Info** – stories, informal learnings, observations, etc.

Types of qualitative data you collect	How you capture it	How you use it in evaluation and planning.
Anecdotal	Emails, conversations, discussion from practitioners in both the college and the community organizations	Provides me with the feedback I require to see how the program is functioning, who is working together, how better we can optimize resources.
		I share this information with other communities when I hear of another community facing a similar struggle or issue. Basically along the lines of "Well, this is what the folks in Kitimat did when that happened."

**b) Qualitative Data** - ( please list the names of the reports or collections and describe them generally as to their contents) – example on first line.

Type of data might include % or averages, or totals, also individual vs group by class or program, how frequently collected ( monthly, annually).

<b>Name of Report</b>	<b>Content</b>	<b>Type of Data</b>	<b>How used in Evaluation</b>	<b>How used in Planning</b>
NWCC Literacy Grant Report	How the organization spent the money and worked with the college	Mix of reflection and description	Technically used to determine if grants should be maintained and groups are honouring the process.	Read by RLC for understanding of individual community programs. Compiled into one document and distributed throughout the region to the community organizations, the Dean and President of NWCC.
CALP Learners by Benchmarks	#s and levels of learners in each community program	#s and levels of learners	Reported to the funder	I use it as a heads up as to where I may need to do damage control between funder and organization.
Registration report	# of learners in CLL 010	FTE counts	Used to show collaboration with college correct or not?	Directly tied to literacy grant funding requests

### 3) Smithers Community Services Association

#### BV Literacy Coalition – Evaluation Survey June 2010

**Name of Agency: SCSA**

**Name of Program: Community Literacy Program**

**Target population: Adult Learners**

a) **Anecdotal Info** – stories, informal learnings, observations, etc.

<b>Types of qualitative data you collect</b>	<b>How you capture it</b>	<b>How you use it in evaluation and planning.</b>
Client Session Updates	Anecdotal reflection on each client tutoring session	Use to direct skill building strategies and to demonstrate client progress in terms related to benchmarks
Kitchen Report	Weekly journal style reports	Discussion with learners about observations/contributions creates dialogue that keeps programming learner guided.

**b) Qualitative Data** - ( please list the names of the reports or collections and describe them generally as to their contents) – example on first line.

Type of data might include % or averages, or totals, also individual vs group by class or program, how frequently collected ( monthly, annually).

<b>Name of Report</b>	<b>Content</b>	<b>Type of Data</b>	<b>How used in Evaluation</b>	<b>How used in Planning</b>
Kitchen Report	Weekly journal style reports that highlight particular students input to work of each kitchen session	Document observations/contributions made by learners.	Organized into themes related to benchmarks. Frequency or amount of input by learners indicates movement within benchmark levels.	Used to assess effectiveness of current programming and to make additions/changes to programming.
Kitchen attendance report	Documents kitchen program attendance	Attendance levels from both cooking and planning sessions.	Differences in attendance help guide how we approach cooking vs. planning	Ask learners what would help to create more attendance on planning days. Plan events for planning days that are learning activities and are attractive to learners.