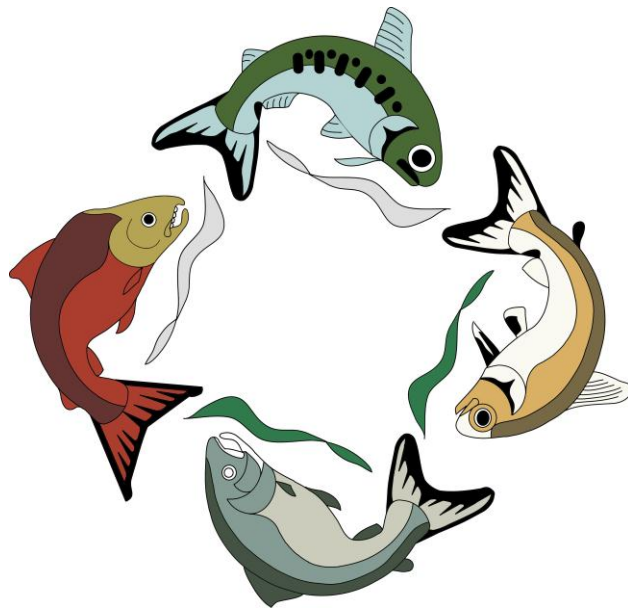




Mount Waddington Regional District and Vancouver Island North School District No. 85 Literacy Plan

Prepared by
Mount Waddington Literacy Now
Committee
June 2011

Submitted by Katherine McIntosh, Director of Instruction



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 process to develop it 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. We have included an implementation report to comment on the progress of the literacy initiatives in each of the South Zone communities over the past year.

In February, 2010 a second Literacy Plan was developed for the North Zone of our region and received funding for implementation. This plan represents the communities of Port Hardy, Fort Rupert, Gwa'Sala 'Nakwaxdaxw, Holberg, Echo Bay, and Quatsino. We have included the implementation report which identifies the literacy goals developed for each community and progress made with these initiatives.

A North Island Steering Committee was established to represent both the North and South Zones and oversees the implementation of both Community Literacy Plans. The members are Kathy Martin – Chairperson Literacy Now, Pat Corbett-Labatt – North Island College, Katherine McIntosh - Director of Instruction 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.

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

LITERACY PLAN

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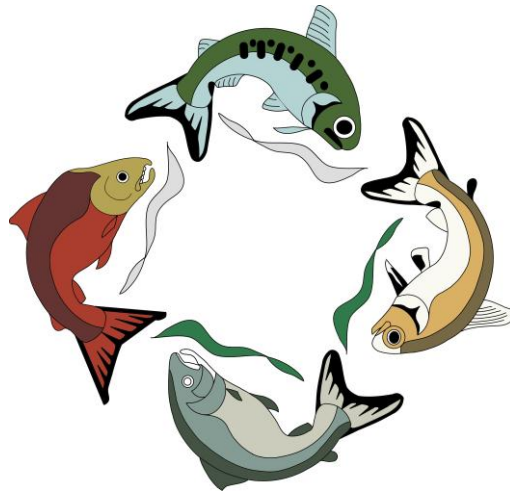
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COMMUNITY LITERACY PLAN FOR NORTH ZONE COMMUNITIES

IMPLEMENTATION REPORT

MOUNT WADDINGTON REGIONAL DISTRICT

Prepared by
Mount Waddington Literacy Now
Committee
February 2011





“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.” (North Zone communities)

NORTH ZONE COMMUNITY LITERACY PLAN
MOUNT WADDINGTON REGIONAL DISTRICT

IMPLEMENTATION REPORT

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HOW THE NEEDS WERE DETERMINED

The Literacy needs of our communities 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 on 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.

THE GOALS FOR THE NORTH ZONE COMMUNITIES

All goals and their accompanying objectives were determined through the Literacy Now process in response to the expressed concerns and desires of the people in the Mount Waddington Regional District.

NORTH ZONE GOALS:

(2 goals per community to meet diverse needs in each of 6 communities: Holberg, Port Hardy, Gwa'sala-'Nakwaxwda'xw, Fort Rupert, Quatsino, Coal Harbour)

GOALS OF EACH COMMUNITY:

* Holberg – Establish a computer lab and resource centre for all community members and provide training in computers, business planning, and other learning activities, especially hands on such as non-timber forest products. Acquire materials for the centre including books for all ages.

* Port Hardy – To identify volunteers to provide tutoring and support for adult literacy and for study groups and homework clubs at our secondary school. Create an inventory of existing literacy programmes and resources and make it widely available.



* Gwa-sala'Nakwaxda'xw First Nation – To provide essential skills training. To design innovative, fun, experiential, and culturally relevant activities that promote community cohesiveness and knowledge transmission between the generations.



* Fort Rupert – To provide more essential skills training leading to employment for our youth and adults. To acquire more culturally relevant resources and inspire community members through workshops with motivational speaker, local authors, and Elders storytelling.

* Quatsino – To provide training in computers and business planning leading to the establishment of our Quatsino School Learning Centre.

* Coal Harbour – To establish a library in our community complete with internet access and computers for those children who do not have access in their homes. To identify and recruit tutors to assist adults, seniors, and youth meet their literacy goals.

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 Analysis is included with this report. The Community Literacy Inventory indicates that the efforts of the regional communities place strong importance on early childhood learning with increasing 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.

NORTH ZONE COMMUNITY LITERACY ASSET INVENTORY

- 2008

(Port Hardy, Holberg, Gwa'sala-'Nakwaxda'xw, Fort Rupert, Quatsino, Coal Harbour)

Holberg's Community Literacy Assets

- We have a very good teacher
- We have a school
- We have professional people in the community who could be utilized in administration of programs and courses
- We have lots of readers
- We have a one room school house with a great teacher
- We have a caring community



Gwa'sala-'Nakwaxdaxw's Community Literacy Assets

- We have our own elementary school
- We have a Young Adult Secondary Program

Coal Harbour's Community Literacy Assets

- We have 2 book clubs here
- We have a Coal Harbour Community Club
- Our community in Coal Harbour has space in a wonderful building, the willingness and dedication of volunteers to be available to tutor, as well as open our library room
- There is broadband hooked up, all we lack is a few computers and healthy snacks might be an addition
- We can contact retired teachers for recommendations on how to move forward in helping others with literacy needs
- We have available space and willing, dedicated volunteers
- Our hall just received some new-to-us chairs, so we are wanting to give away our old ones, as well as some tables
- We have retired teachers, grandparents, and our book club
- We have a facility, the old school
- We have dedicated space in the Coal Harbour Activity Centre
- We have space
- We have some books and involved community group willing to put in time to start a library and grow from there
- We have a school, no longer used as such, in the community where one can operate a library to allow easier access to books
- We have high speed internet access available, which gives the possibility of computer usage for those who don't have one at home

- We have a functional community club whose members are willing to help as needed

Fort Rupert's Community Literacy Assets



- We have an infant development programme
- We have our daycare centre
- We have community members who are committed to promoting literacy for all ages
- We have spaces to hold literacy events
- We have our Health Centre where people can gather
- Our Elders and our children/youth can work together on projects

Quatsino's Community Literacy Assets

- We have a rental agreement and access to our school building and lands
- We have a vision for our community learning centre and organic garden
- We have a tight knit community
- We have a museum/heritage centre

Port Hardy's Community Literacy Assets

Babies & Small Children:

What we have now:

- library time
- books for babies
- literacy fair
- literacy bus
- 3 year old health clinics (vision, hearing, etc.)
- Strong Start program
- Young Parent's program
- Mother Goose

School Age Children:

What we have now:

- libraries (town and school)
- computers

Young Adults:

What we have now:

- library

- continuing education
- Sustained Silent Reading @ NISS
- Port Hardy Secondary School

Adults:

What we have now:

- high school drama department
- Book Nook
- Cafe Guido
- Concert Society
- Community Band
- Library
- North Island College
- Opportunity Zone
- Continuing Education

Seniors:

What we have now:

- senior's centre
- senior's peer counsellor
- VIHA seniors and community services
- Community safety network
- Community response network
- Transportation
- Wheels for Wellness
- Volunteer Transportation Network
- North Island College

NORTH ZONE COMMUNITY LITERACY NEEDS

Holberg Literacy Needs (identified at a Community Meeting Sept. 18, 2008):

- More new books that can be rotated and shared with community members, but most particularly for older children aged 9 – 12
- Backpack books for primary children
- We have no local access to books
- We need a location and access to books
- We need a place for illiterate people to go for help
- Transportation to Port Hardy for families for literacy events, or other community events
- There is nothing (programs/activities) for adults in the community
- We need classes for adults and support for youngsters
- Parenting programs offered to families in Holberg/an opportunity to network with other parents in the area and voice concerns. It could be offered in a casual manner, potluck perhaps with child-minding available
- Literacy development opportunities for parents who might be intimidated by their child's homework/tips on how to support your child with their school work
- A computer lab; someplace accessible by all community members. It may help with the isolation factor and get more people comfortable with technology, thus opening up possibilities for the future (ex. Distance courses). Laptops might also be an option for security reasons/can be put away; makes finding locations for workshops an easier task
- Newspaper exchange
- Other learning opportunities, especially hands-on courses like the non-timber forest products course offered by the college
- Scheduled events for the community; something people can look forward to
- Parents to be able to attend performances with their school age children
- No actual programming to offer
- Small population means less funding/are events worthwhile?
- Location and distance from larger centre add to cost and other problems especially during winter months
- Young families are looking for extracurricular activities to participate in within their community
- Without a peer group or a support network students would find it difficult to stay engaged with their course work. Some connection to others their age or occasional transportation to PHSS might help keep students focused.
- The loss of the base school was a devastating loss to the community
- We lack literacy materials which equals lack of stimulation
- We need donation of literacy materials in wide variety of subjects
- We lack access to a library
- We need to create or subscribe to a library service or a book exchange for all ages and all types of books
- We need computer training and a computer centre; this could help those with literacy challenges; reading and computer skills could be learned at the same time
- We need adult education

- We need educational opportunities available for those who desire to improve themselves
- We need library materials
- We need programs to teach older kids and young adults at our school
- We need computer training, evening studies and use of Community Hall
- We need to bring books in for a mini library and a computer lab for adults
- We lack funding
- We need to secure volunteers to assist with support services

Gwa'sala – 'Nakwaxda'xw Literacy Needs (identified at a community meeting June 26, 2008)

- Education programs that go beyond adult basic education
- Innovative, fun programs that are experiential and culturally relevant
- Non-threatening approach
- Resources and materials that are easy to access for community; creation of own resource materials
- Work related programs/training leading to employment
- Linking existing programs and resources with literacy
- Bringing literacy to the community; to the homes
- Change the word "literacy" to "storytelling" (literacy has connotations attached)
- Libraries and storytelling programs
- Literacy is for all ages and all levels
- Economic development and capacity building
- Incorporate different learning styles
- Consistently funding and sustainable programs
- Enriches language and culture
- Create programs that are multi-layered
- Preservation of the culture and roots
- Understand electronics, technology and computers
- Using advanced technology to spark an interest

Coal Harbour Literacy Needs (as identified in survey results)

- School age children and youth in our area are in need of tutoring and resources (internet access, reference books, etc) outside of school
- Adults and seniors have the biggest literacy needs
- We may have adults in need of tutoring and resources as well; although they may be hard to identify
- We have no library, no internet cafe, and no active school in community
- We need to have VIRL open a small library in the Community Centre
- When children are not given the attention they need at the time they need it, they fall further and further behind...becoming another statistic
- Need assistance with funding for computers and software
- We need support for advertising as well
- We need to hear from the students who are having trouble in school

- We need to hear from those willing to volunteer
- This community does not have many children, although we have a high percentage of seniors, maybe semi-literate people who haven't finished high school
- We have adults who may not have finished high school who would require tutor assistance
- We need a mobile library
- We can't buy books or newspapers in the community
- We need a library branch for part time use; we can use the school for more activities
- Young people need literacy skills for Facebook and email
- We need easier access to Regional Library in Port Hardy
- Open library in school with internet access for kids who do not have computers at home
- We need children and adult theatre programs
- We need cooking-nutrition classes where learning to read is a by product of things that are fun to do
- We need to create a comfortable safe place to be
- We need a Family Fun Night, games, floor hockey, etc. then have ethnic, traditional foods
- We need more computers and healthy snacks for our programs in the community building
- Computer room with internet access for kids who do not have computers at home
- Children and Adult Theatre programs
- Cooking/Nutrition classes where learning to read is a by product of things that are fun to do
- Kids who have no computers at home have a big disadvantage; they don't have enough computer time to build their skills
- We need to get some 'one on one' help for the people who need assistance
- We need a library
- We need an active school
- We need easier access to books
- No library
- No internet cafe
- No active school



Fort Rupert's Literacy Needs (as identified at November 20, 2008 community meeting)

- Adults have the greatest literacy needs
- We need culturally relevant resources for First Nation communities and adult learners
- Need to break down the stigma attached to shame of illiteracy
- Need guest speakers, people who have overcome barrier of illiteracy (inspirational mentors)
- Need to start where the learner is; make learning interest based
- Need to look into Parents As Literacy Support (PALS)

- Need workshops with inspirational speakers
- Need supported literacy and adult basic education programs
- Need to promote literacy programs through word of mouth and through home visits
- Need to include seniors/elders in programming
- Need to provide opportunities for seniors to pass on knowledge to youth

Quatsino's Literacy Needs (as identified at April 27, 2009 community meeting)

- Need computer teacher
- Need children in community
- Need to open our school again
- Need intellectual type courses for adults and seniors (90% of population is over 55 years)
- Need on-going computer literacy programs; interest in designing web pages
- Need college courses; First Aide, Boat Operator's certification course, Small Motor Repair
- Need to advertise/market what we have to offer in our community (trails, nature walks, wildlife viewing, botanical courses, ethno botany, community garden, quilters, etc.)
- Need small business ideas; workshops on how to start small business

Port Hardy's Literacy needs (as identified at a March 26, 2008 North Zone meeting)

Babies and small children would enjoy a more enriching literacy experience if...

- Parents had more support
- Older women engaged more with younger women
- Daycare was all high quality
- T.V. was limited
- Seniors were "grandparents" (reading program)
- Better nutrition/exercise – healthy brains
- Parent/peer mentor programs
- Healthy baby "parties"
- Given a very early start
- Parents modeled reading and its value

Gaps identified:

- Quality after school care
- Illiteracy in some cases

Literacy will play a more significant role in the lives of school age children if...

- Their parents read to them
- They learn to read by grade 3
- They have access to family, school and public libraries

- They have CHOICE in reading materials at school – appropriate to their age, gender, interests, culture, reading level
- They see adults reading for pleasure and for practical reasons
- Less T.V. time
- More “quality” time with parents
- One on one help learning to read
- More fine arts programs
- Computer skills
- Public speaking
- Word games

Gaps identified:

- No adult literacy program

Life for young adults would be better if....

- They had an appropriate reading level
- They are able to access reading materials
- They have employment-related reading and writing skills
- They are able to further their education while living in the community
- More course choices
- More fine arts programs
- More affordable programs
- Less T.V.
- Reading was a part of their culture
- Public speaking/debating – more comfortable with oral communication

Gaps identified:

- Need consideration for all community events

Life for seniors would be better if....

- They could feel included, valued, appreciated
- May need to have understanding around their capacity (see, education, hearing)
- Put senior skills to better use (ex. Grandparents reading @ FRES)
- They could connect with young people in a meaningful way (ex. through Drama, Adopt a Grandchild/Grandparent, oral histories)
- Take courses free of charge to enrich their lives
- They were more mobile so they can attend concerts, etc.
- Were aware of all services available to them
- Were able to communicate through an interpreter, if necessary (ex. Kwak’wala speaking/hard of hearing)



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, Strong Start Centres, and numerous day-cares. Each of these founding partnerships has provided many other informal links for Mt Waddington Literacy Now. The 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 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 a whole lot of literacy initiatives, including partnering 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. All of these links have been expanded in the course of the Planning Phase through community meetings and frequent conversations.

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 NOW PLAN FOR PORT HARDY

GOAL:

Port Hardy will provide tutoring and support for adults and will organize study groups and a homework club for our secondary school students

OBJECTIVE:

1. Two afternoons a week we will promote student success at the high school by providing tutoring and peer support for homework and study groups.
2. One evening a week we will organize adult literacy gatherings focussing on topics of interest to the group.
3. Adults and seniors will have the opportunity to learn computer skills with students or volunteers.
4. Resource people will be identified through existing community groups such as Mount Waddington Health Network, the Family Literacy Society, Parent Advisory Committee, and the Seniors Committee.
5. Participants will set their own goals.

OVERVIEW:

The program will be planned for the following weeks and then evaluated:

October – 2 weeks

November – 3 weeks

December – 2 weeks

January – 3 weeks

February – 3 weeks

March – 4 weeks

April – 4 weeks

May – 4 weeks

Total: 25 weeks

PARTICULARS:



Students will gather after school, enjoy a nutritious snack, and have an opportunity to complete homework, seek help from a peer or adult tutor, help an Elder or senior with computer games or skills, or study for exams. This activity will help to meet the need stated in consultations for more interaction between age groups and in particular to bring youth and senior citizens together. The evening sessions for Elders, Seniors and Adults will further this initiative and will also meet the need for an adult literacy program. Bringing together students, seniors, adults, volunteers and tutors enhances community inclusiveness and addresses the need stated by seniors for greater community involvement and a sense of feeling useful. Participants will have access to books and computer programs and be involved in identifying resources for the program. Refreshments will be provided for the after school and evening gatherings.

WHO:

**Port Hardy Secondary Students
Community Groups/Seniors/First Nations Elders
Mount Waddington Literacy Now
Community Volunteer Tutors
North Island College**

RESOURCES:

**Use of School Resource Rooms
Use of Seniors Centre
Purchased Books and Resource Materials
Computer Programs
Miscellaneous Supplies (paper, pen, ink)**

BUDGET:

1. Books and Resource Materials- \$1500.
2. Computer Programs - \$1500.
3. Supplies - \$500.
4. Refreshments and after school snacks - \$500.
5. Honorarium - \$1,000.

Total: \$5000.

LITERACY NOW PLAN FOR HOLBERG

GOAL:

To establish a computer lab and resource centre for all community members and provide training in computers, business planning, and other learning activities, especially hands on such as non-timber forest products.

BACKGROUND:

During our needs assessment we identified a lack of opportunity to access training and the need for a central location to house our community literacy assets and bring community members together for a range of learning activities. We agreed there is a need for skills training in computers and small business planning for new and innovative resource industries. Distance from the larger centres makes it difficult to access programs outside of our community; we need training workshops in our community.

HOW:

GOAL 1:

Hold a community potluck dinner/planning session. Invite a facilitator and guest speakers from the region to present information on available training and opportunities to bring training into the community, and to assist the community prioritize their wants and needs.

GOAL 2:

Install high speed internet in the community hall.

GOAL 3:

Organize and deliver combined computer training and business planning workshops.

RESOURCES:

Community Futures Mount Waddington (community economic development planning)

Western Forest Products

Literacy Now Outreach Coordinator (implementation support)

North Island College

Venue for Workshop

Venue for Training

BUDGET:

1. Computer Training - \$1000.
2. Business Planning Training Workshops - \$2000.
3. Accommodations for Trainers - \$1000.
4. Office Supplies - \$500.
5. Venue Rental and Custodial - \$250.
6. High Speed Internet - \$250.

Total - \$5,000.00

LITERACY NOW PLAN FOR GWA'SALA – 'NAKWAXDA'XW FIRST NATION



GOAL:

To provide professional development training for staff. To design innovative, fun, culturally relevant activities which promote community cohesiveness and knowledge transmission.

BACKGROUND:

During our analysis of community literacy needs we identified needs within our community in general and within our offices. We have decided to divide our resources this year between a professional development workshop for staff involved in programs related to education, culture, and youth development and a project that will involve community members in knowledge transmission across the generations.



HOW:

GOAL 1:

Staff working in areas related to language, literacy, storytelling, education, culture, and youth services will meet to determine their professional development needs. This group will do the research and find a workshop facilitator to come to the community. Skills and knowledge gained from the workshop will be a benefit to the entire community.



GOAL 2:

Elders and community members will share their cultural knowledge with youth and community members using a variety of strategies which may include:

- Storytelling/history lessons with youth recording the stories (video, digital story, written)
- Cooking and sharing recipes
- Teaching traditional harvesting and preparation of foods
- Songs and dances
- Traditional clothing/blankets, vest, hats

RESOURCES:

**Elders Centre
Community Hall
Community Volunteers
Elders
Professional Development Workshop Facilitator**

BUDGET:

1. Workshop - \$2500.
2. Materials and Supplies for Youth and Elders - \$2000.
3. Custodial and Rental - \$500

Total - \$5,000.00

LITERACY NOW PLAN FOR FORT RUPERT

GOAL:

To provide essential skills training leading to employment for our adult population. To acquire and produce culturally relevant resources and inspire community members to improve their literacy skills through workshops with motivational speaker and a local author.



BACKGROUND:

Our consultations indicate that is our adult population who have the greatest literacy needs. We have qualified instructors who can deliver essential skills training for interested community members. In the past we have hosted First Nations authors at community gatherings and found these events inspire our membership and enhance the pride we have in our culture while building literacy appreciation and self confidence in all. We have also translated seasonal stories and songs into Kwak'wala and produced copies for the community. This is a fun and educational project that brings together people of all ages.

HOW:

GOAL 1:

Over the winter we will provide Essential Skills Training workshops for ten to twelve adults in our community.



GOAL 2:

We will organize a potluck dinner with speaker(s) who could include a First Nations author or local motivational speakers.



GOAL 3:

We will bring our Kwak'wala speakers together with community cultural workers and artists to translate one or more Christmas songs and produce an illustrated booklet and tapes for use in our daycare and for community members.

RESOURCES:

Community Hall
Local Kwak'wala speakers and artists
Cultural Workers
Local Essential Skills Trainers
Community Volunteers

BUDGET:

1. Essential Skills Training Materials - \$500.
2. Essential Skills – Facilitator - \$2500.
3. Venue Rental and Custodial - \$500.
4. Honorarium for Author/Motivational Speakers - \$200.
5. Honorarium for Kwak’wala Speakers/Artists - \$500.
6. Booklet Production - \$800.

Total: \$5000.

LITERACY NOW PLAN FOR QUATSINO

GOAL:

To provide training in computers and business planning leading to the establishment of our Quatsino School Learning Centre.

BACKGROUND:

When the decision was made to close our local elementary school a group of community members formed the Because Society and entered a rental agreement with the School District for the use of the school and grounds. Our goal as a Society is to establish a Learning Centre and provide a variety of training opportunities for community members. The school building itself provides the space and to date we have commenced work on an organic garden on the school grounds.

HOW:

GOAL 1:

Invite a facilitator and guest speakers from the region to present information on community economic development, business planning, and distance education opportunities.

GOAL 2:

Organize and deliver basic computer training in the community.

GOAL 3:

Organize and deliver a business planning workshop in the community.

GOAL 4:

Identify next steps in the establishment of the Learning Centre.

RESOURCES:

School
Community Futures
North Island College

BUDGET:

1. Computer Training Instructor - \$1500.
2. Business Planning Workshop - \$2000.
3. Boat Charters - \$750.

4. Materials and Supplies - \$200.
5. Venue Custodial - \$250.
6. Refreshments at Training and Workshop - \$300.

Total - \$5000.

LITERACY NOW PLAN FOR COAL HARBOUR

GOAL:

To establish a library/computer lab in our community for use by adults and school children/youth and identify tutors to assist people meet their literacy goals.

BACKGROUND:

Our community needs assessment indicates we have most of the local initiative and skills to offer more in the way of computer training, homework support for students, and tutoring for adults. What we need is more resources including computers, books and research materials and a more structured approach to providing services.

HOW:

GOAL 1:

Bring together local volunteers, members of community clubs, and other interested parties and plan for a community gathering/workshop including delegation of responsibilities for the preparation of workshop invitations and handouts.

GOAL 2:

Host a community gathering to develop a plan for the best utilization of existing resources, organize volunteers, identify a coordinator, identify service users (students, adults, general public), and develop a schedule for services.

GOAL 3:

Purchase equipment, hire temporary, part time coordinator, and set up computer lab/resource room.

RESOURCES:

Dedicated Volunteers

Use of the Old School and Coal Harbour Activity Centre

Book Club

Community Club

Literacy Now Outreach Coordinator

BUDGET:

1. Project Coordinator - \$1000.
2. Computers/Printer - \$3000.
3. Books, Materials, Supplies - \$1000.

Total: \$5000

December 2010

PROGRESS REPORTS

COMMUNITY OF COAL HARBOUR LITERACY PROGRAM

Coal Harbour's Literacy Program is coming along nicely. Under the Program we have created several subprograms that all have the united goal of bringing together Quatsino First nations and Coal Harbour Communities and working to bring about greater joy in reading. Our intention is to provide fun activities that get at risk children and adults excited about learning. Stepping away from the desk, the Literacy Program provides creative solutions to learning to read and write while having fun. Computer literacy training is also offered, empowering adults and helping them to reach their goals and improve their quality of life. The programs are run by the volunteers.

Actions Taken:

(The following programs have been set up and are being implemented or are in progress.)

Literacy Café:

Learning to read through cooking and serving.

Setting Up:

This branch of the program gives students life skills in the kitchen. Intended for working-age teens and adults, this program teaches the way around a kitchen, how to read and follow a recipe, and eventually gain employable experience by serving the public afternoon tea and lunch through our Food Safe kitchen. Students have the opportunity to take their Food Safe course. They also have the opportunity to help create a class cookbook, which will be for sale in the café. Proceeds help to keep the program operating. When a student feels they are ready, there is resume writing help available.

Outcome:

Currently in progress. A new stove has been installed. Dishes have been purchased. Paint is ready and waiting to go on the walls. Several cooking instructors expressed an interest in volunteering from both Quatsino and Coal Harbour. Completion expected in the spring.

Literacy Lounge:

Learning to read through games, puppets, storytime, and good ole sitting on the couch for a read.

Set up and running:

This branch of the program provides a safe place for adults/children to receive free help with homework, and the improving of basic reading, writing and math skills. Computer training is also available. Along with basic desk work, volunteers provide a variety of activities intended to make learning fun such as music, knitting, puppets, board games, and active creative games in the gymnasium. An additional community evening, Game Night, has been ongoing every 1st and 3rd Saturday.

Outcome:

Game Night has gone well. We've had a full house and we've had just a few people, but it's always been fun. It is good to see folks from Quatsino as well as Coal Harbour coming together. We expect nothing but growth.

Simple Theatre:

Learning to read through script reading, writing, and acting.

Set Up:

This branch of the literacy program offers a creative outlet and a new way of expressing oneself while gaining confidence in presenting onstage and in front of others. Body awareness, voice, memorization, reading all play a role in this fun activity. Adults and children normally will be separate groups for the simple reason that interests and attention spans differ. The stage has had a lot of volunteer hours put into the set building and sound system. Community has come together to lend a hand. One kind North Island resident was so excited to see the whole spirit of things progressing that he donated over \$500 of computer sound equipment and then put in the time for installation.

Outcome:

The adult group has started, and is growing steadily. Folks are having fun with the various ideas. The children's group is just starting to come together. Simple Theatre (adults) has its first public performance this weekend, since being a part of the Literacy Program. It is the stage reading of Charles Dicken's "A Christmas Carol". Another event, a pantomime, is planned for late Spring which will involve both children and adults. We are looking forward to further growth and the coming together of both the Quatsino and Coal Harbour communities.

THE QUATSINO SCHOOL LEARNING CENTRE

W-150 Quatsino Road, Quatsino, B.C. V0N 2V0

Literacy Now Plan

Nikki Shaw

North Zone Local Outreach Coordinator

Nov. 29, 2010

Re: Planning and Implementation Report

LitNow Grant for \$5,000.00 was approved on March 8th, 2010.

Funding transferred to Bergh Cove Organic Schoolyard (BCOS) on October 28th, 2010.

Lyn Barton, Continuing Education and Campus Operations Director for the North Island College, was able to organize three North Island College courses for us with the funding provided from the LitNow Grant:

- (1) The FoodSafe Level 1 course was chosen as the Quatsino School Learning Centre also hosts the BCOS's garden and orchard and there are plans for volunteers to prepare some of the harvest for community events and fundraisers. Also, as a remote community, it is an important health issue that food is stored, prepared and served correctly at all times.

Some of the participants had taken the course before and others were new to the subject. All enjoyed the presentation and felt it provided valuable training....8 signed up and 5 participated in the course.

- (2) The Emergency First Aid course was chosen as our community members need to know how to manage in emergency situations when professional help must come by air or boat with an unknown travel time. All participants were aware of the seriousness of the course and by the end felt confident that they had enough knowledge to handle a basic emergency situation. It was agreed that future First Aid courses would be valuable to the community.....13 signed up and 11 participated in the course.

- (3) The Microsoft Office and Internet introductory course was chosen as internet use within the community is growing and many needed to learn the basics. Being able to use home computers to access information and connect with friends and family helps to keep the community in touch with "the outside" and lessens our isolation.

There was a wide range of computer knowledge among the participants but all enjoyed the instructor and everyone learned something. Once the class has had time to practice what they learnt it was agreed that future classes would be beneficial.....10 signed up and 8 participated in the course.

It was determined that the original proposal, to host a Business Planning Workshop, needed to be reviewed as a course option.

BUDGET: \$5,000.00

FoodSafe Level 1 (Nov. 12 th) tuition & handbooks.....	\$1,205.00
MS Windows and the Internet (Nov. 15 th , 18 th , 22 nd and 25 th) tuition	\$1,190.00
Emergency First Aid/FAC 020 (Nov. 21 st) tuition & handbooks.....	\$1,020.00
Travel: 12 water taxi trips	\$1,220.00
Materials and supplies: D-Link switch, cables, router	\$185.00
Venue Custodial: @ \$20/hr.	\$60.00
Refreshments for 6 workshops: @ \$20	\$120.00
Balance	\$0

We look forward to offering the community opportunities to learn new things and to come together to share the learning experience.

Thank you for your support and encouragement.

Yours truly,

Gwen Hansen
QSLC Project Lead

GWA'SLA-'NAKWAXDA'XW COMMUNITY LITERACY

Funding from Literacy now was used to support 12 students registered in the Aboriginal Language Revitalization Program – Kwak'wala. The funding was used to supplement other funding which enabled the community to deliver the certificate program. This incredibly successful program has brought together more than 50 people young and old in language classes and community events to celebrate and promote the revitalization of their languages. Graduates of the program have the option of carrying on to a diploma or degree. This program has inspired members of the region to join in on classes (non-Aboriginal) as it has an open door policy which means anyone can attend the classes whether or not they are enrolled in the broader program. People from the community who have participated in one or more classes included employees of MCFD, college instructors, RCMP, VIHA and friends and family of students.

FORT RUPERT COMMUNITY LITERACY

Fort Rupert utilized Literacy funding to produce a booklet and CD in Kwak'wala for use in the daycare, elementary school and community. The community was also able to purchase Essential Skills materials and hire a facilitator to deliver Essential Skills training for 8 young adults in the community.

PORT HARDY COMMUNITY LITERACY

Port Hardy Secondary School hosted two well attended author events in partnership with local First Nations – a classroom book set was also purchased. The Literacy now funding also enabled the high school to pay a tutor and to support the Sun Run. Port Hardy Secondary serves lunch every Tuesday and provides nutritious snacks to students to the extent that funds can be raised. Literacy Now funding has helped the school and support staff meet the academic, social, and health needs of students as identified in our plans.

Report by Nikki Shaw

MOUNT WADDINGTON – NORTH ZONE LITERACY NOW COMMUNITIES REPORT 2011

Nikki Shaw
Box 2812
Port Hardy, B.C.
V0N 2P0
250 949 9669
nikshaw@telus.net

February 15, 2011

Your Literacy Action Plan

1. Identify the categories related to the priorities from your community's literacy plan that have been addressed this year.
 - Aboriginal
 - Adult literacy
 - Awareness about community programs
 - Early years
 - Family literacy
 - Health literacy
 - Middle years
 - Plain language
 - Seniors
 - Teens and young adults
 - Workplace literacy

2. What are the three most important initiatives or actions that have taken place this year?
 - Building awareness of the importance of literacy
 - Literacy event
 - Training/professional development

3. What indications do you have that people's understanding about literacy and the issues in the community have increased?

People are talking about the all-encompassing aspect of literacy and recognizing all communication requires literacy whether it is reading and writing or computer skills, dance, art, and whether it is formal or informal.

Task Group and Advisory Committee

4. Number of people participating in the Community Literacy Task Group and related committees:
 - 15

5. Select the sectors involved in the Task Group.

- Aboriginal community
- City council
- College/University
- Community members/Residents
- Community service non-profit organizations
- Literacy non-profit organizations
- School district

6. Number of times that your Task Group and related groups met:

- 12

7. Community tables/regularly scheduled community meetings (excluding literacy task group meetings) that the Literacy Outreach Coordinator attends in a year. Please identify each meeting group (e.g. Early Childhood or Economic Development) and # of times attended.

- | | | |
|-------------------------------|---|------------|
| - Aboriginal services | - | 5 |
| - Disability/inclusion | - | 11 or more |
| - District literacy planning | - | 4 |
| - Economic development | - | 4 |
| - Event planning | - | 6 |
| - Municipal/Regional District | - | 11 or more |
| - Post secondary institutions | - | 11 or more |
| - Volunteer networks | - | 11 or more |

Initiatives and Collaborations

8. What is the number of new literacy initiatives that resulted or benefited from the work of your Task Group and/or Literacy Outreach Coordinator?

- 6

9. How many expanded or continued initiatives resulted or benefited from the work of your Task Group and/or Literacy Outreach Coordinator?

- 6

10. How many organizations are collaborating to deliver these literacy initiatives in your community?

- 8

11. What organizations are collaborating to deliver these literacy initiatives?

- Aboriginal community
- Addiction support services
- City, town, community or municipal representatives

- College/University
- Community members/Residents
- Family literacy program representatives
- Schools, school district, PAC etc.

12. What programs have ceased to exist in your community?

Continuing Education Centre

13. Please tell us about adult literacy programs in your community that resulted or benefited from the work of your Task Group and/or Literacy Outreach Coordinator.

How many adult literacy programs were there?

- 14

How many adults participated in these programs?

- 64

14. Please tell us about family literacy programs in your community that resulted or benefited from the work of your Task Group and/or Literacy Outreach Coordinator.

How many family literacy programs were there?

- 1

How many adults participated in these family literacy programs?

- 4

How many children participated in these literacy programs?

- 20

15. Please tell us about literacy programs for school-age children in your community that resulted or benefited from the work of your Task Group and/or Literacy Outreach Coordinator.

How many programs specifically for school-age children were there?

- 1

How many school-age children were there in these programs?

- 20

16. Please tell us about programs specifically for youth in your community that resulted from the work of your Task Group and/or Literacy Outreach Coordinator.

How many programs specifically for youth were there?

- 2

How many youth participants were there in these programs?

- 15

17. Please tell us about literacy programs specifically for seniors in your community that resulted or benefited from the work of your Task Group and/or Literacy Outreach Coordinator.

How many seniors programs were there?

- 0

How many seniors participants were there in these programs?

- 0

18. Please tell us about the number of children and adults participating at literacy events that resulted or benefited from the work of your Task Group and/or Literacy Outreach Coordinator.

How many adults participated in these events?

- 65

How many books and/or other materials were given out as a result of the work of the Task Group and/or Literacy Outreach Coordinator?

- 68

19. Please tell us about the number of workshops or seminars that resulted or benefited from the work of your Task Group and/or Literacy Outreach Coordinator.

How many workshops or seminars were there?

- 0

How many participants were there in these workshops or seminars?

- 0

Resources

20. Number of successful grant applications resulting from the work of the Task Group And/or Literacy Coordinator:

- 1

21. Total value of these successful grant applications:

- \$5.000

22. List the names of these granting organizations:
- SPARC BC; Public Service Agency Canada
23. Value of in kind resources contributed by organizations that participated in programs and events resulting or benefiting from the work of the Task Group and/or Literacy Outreach Coordinator:
- \$5,000
24. Value of actual funds contributed by organizations that participated in programs and events resulting or benefiting from the work of the Task Group and/or Literacy Outreach Coordinator:
- 0
25. Number of fundraising events hosted or benefiting from the work of the Task Group and/or Literacy Outreach Coordinator:
- 0
26. Amount raised by fundraising:
- 0

Evaluation

27. What worked well this year?
1. Delivery of computer, food safe, first aid training in a remote community.
 2. Establishment of community theatre group in a small community.
 3. Joint First nation and neighbouring community parents/Elders/seniors and children reading club.
 4. Local author event.
 5. LIRN event hosted by SPARC BC with Judith Marcuse – in collaboration with Mt. Waddington Family Literacy Society – resulted in an ongoing group focussed on community arts and culture.
 6. Adult and youth Kwak'wala language projects.
28. What was challenging this year?
- Changes in project leads in several communities led to gaps in delivery and challenges in reporting. Trying to coordinate meetings with communities. Some disagreements in a community resulting in disruptions around projects. Volunteers' time constraints and changing participants – so many people and personalities to interact with and get to know during the course of the year. Learning the roles and mandates of various literacy related agencies – who is doing what and what are the gaps in services. Not having an active Task Group.

What Have You Learned & How Can We Help?

29. What have you learned about the community development process?

I have learned that people are often enthusiastic at first and then due to the busy schedules of volunteers and community members it is difficult to keep the momentum sometimes. Need time to identify those in community who are willing and ABLE to participate. Need to offer volunteers a range of commitment options, for example: want to attend all meetings and play an active role; want to be kept informed of meetings and events but not play an organizational or other role. Need to find a way to connect with those in community who may need some support around literacy but for whatever reason are not reaching out – need to develop networks of communication so all voices are heard. Community development is both top down and bottom up - need to bring the two together – identify the strengths and challenges for all segments of a community and find common ground on important issues. That there is a strong interest in reaching out to neighbours and people one might not otherwise connect with through literacy initiatives... for example the First Nation and non-First Nation communities enjoy working together and getting to know each others' cultures. That development is a process and not a thing – and that when you start something it takes on a life of its own directed by all the different people involved. That there is a broad range of interests and ideas around how to build community and what are the key values of a community. That there is bound to be conflict or disagreement when you poke at the norm.

30. What else can we be doing to support you?

I would like to form a new Task Group. Am not sure how the original Task Group was formed – people have moved on and I have identified some community members I would like to include: one from the high school, probation, the Associate Director for the North Island College, MCFD, VIHA and three First Nations reps and the community project leads. Can I just do that through an invitation and send a notice to existing members to canvas their interest in remaining on the Task Group. I have one community that hasn't expended funds and as the community is quite remote and I don't know anyone there I have not been successful in establishing a relationship – the 5k from last year has not been utilized – what should I do?

31. What else do you need in general?

I would like to see a facilitated workshop here in Port Hardy that brings together all the agencies and individuals involved in literacy or who could be involved. Who is doing what, what are the gaps, how can we collaborate, how do we communicate – do we need a lead agency. What are the communities doing in literacy now – get to know each other and discuss challenges, visions, project implementation and management all those things.

My community report is now complete.

SCHOOL DISTRICT NO. 85 (VANCOUVER ISLAND NORTH) DISTRICT ACHIEVEMENT CONTRACT 2011 - 2012

OBJECTIVE #2 LITERACY:

To improve the student success rates in literacy for all students to the District Standard of 85%.

- Increase the percentage of grade 2 students that are reading at level 18 on PM Benchmarks to 80% by 2014.
- Increase the percentage of students achieving a C+ or better for a final mark in English 10 to 50% by 2014.
- Increase the percentage of male students fully meeting or exceeding expectations on the Grade 2, 5 and 6 District Writing Assessment by 10% by 2012.
- Increase the percentage of Grade 3 and 6 aboriginal students minimally meeting expectations or better on the DART assessment to the District standard by 2014.

ACTION FOR INQUIRY:

Will the reading level for students in grade two improve if we:

- Pilot the Early Primary Reading Assessment (Baby DART) in an elementary school as an assessment for learning.
- Purchase additional Hi/Lo resources for the Resource Centre.
- The Early Learning Support Teacher continues to coordinate initiatives such as 'Ready, Set, Learn' and liaise with the Mother Goose/Literacy Bus programs.

Will the writing achievement for male students improve if:

- The District Literacy Support Teacher leads an inquiry-based project focused on improving boys' writing?

Will the number of students achieving a C+ or better for a final mark in English 10 increase if:

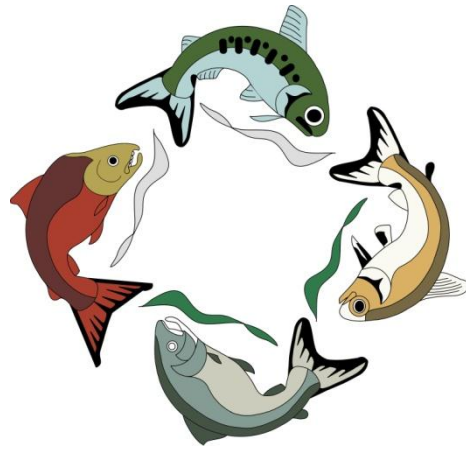
- The District Literacy Support Teacher works with secondary teachers to develop a reading assessment for learning?

COMMUNITY LITERACY PLAN FOR SOUTH ZONE COMMUNITIES

IMPLEMENTATION REPORT

MOUNT WADDINGTON REGIONAL DISTRICT

Prepared by
Mount Waddington Literacy Now
Committee
May 2011



SOUTH ZONE COMMUNITY LITERACY PLAN
MOUNT WADDINGTON REGIONAL DISTRICT

IMPLEMENTATION REPORT

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LITERACY NOW COMMUNITIES PROGRAM

CONTACT INFORMATION

Name of Community: Port McNeill, Port Alice, Alert Bay, Sointula, Kingcome Inlet, and Woss

Name of person submitting this report: Linda Walton, Literacy Outreach Coordinator South Zone Communities, Mt Waddington Literacy Now

**Address: P.O. Box 592, Port McNeill, V0N 2R0
Phone number: 250-956-3816 or 250-902-9416
Email address: l_walton@telus.net**

Submission Date: May 31, 2011

YOUR COMMUNITY

What changes do you observe about your community since doing the community plan?

This is an overview. List in bullet form the changes in the community that you feel have an impact on literacy work. This may include factors such as economic change, business closures, and housing growth.

- increasing unemployment rates on the north island*
- lack of housing on the north island*
- increasing concern around social issues (alcohol, drugs, suicide rates)*

YOUR PLAN

List the priorities/objectives and actions from your community's literacy plan that have been addressed this year.

What did you do?

Port McNeill

- Reading Room
- Grandparent's Council
- Youth Leadership

Port Alice

- Teen Space
- Drama Club
- Homework Club
- Leadership

Alert Bay

- Renewal and Reconnection To The Land

Kingcome Inlet

- Stay @ Home Program - Access Project

Sointula

- Community Garden

Woss

- Literacy Now Project

FINAL REPORT

Title of your project and ID #:	The Reading Room
Contact person:	Valerie Phillips – North Island Community Services Society
What did you do? <i>Please describe the main activities that were part of your project, even if they were slightly different than those in the original proposal (Schedule A).</i>	The Reading Room was open from 7:00 to 9:00 p.m. each Wednesday evening from Sept. thru June. Individuals & families were encouraged to drop in – light refreshments were served. The area provided comfortable chairs & couches with coffee tables for individuals to read or form small groups plus meeting tables with chairs for those who wish to write, study or play a quiet game. Books & literacy games were available to use or to be borrowed.
Please insert , or attach the Most Significant Change story or stories	
What were the outcomes of your project? <i>As per the anticipated results outlined in Schedule A</i>	The participants increased their reading enjoyment. Participants read books that normally they would not have “picked up” – due to discussions with others readers who enjoyed the books. Readers were challenged to read books outside their normal genre.
What are your long term plans for sustaining the positive outcomes?	The Reading Room hopes to continue using the Port McNeill Seniors’ Room - offering books & literacy games for individuals to share & borrow. The Facilitator wishes to continue with this program on a volunteer basis, using the remaining funds (\$1,193.08) for room rental & future purchases of books & literacy games.
What lessons did you learn that would be helpful to other communities?	

Summary of Expenses

Copies of invoices of fees and expenses should not be attached but maintained at your agency for audit purposes for at least three years.

Budget Item	Grant Funds provided	Actual Expenses Incurred	Unspent funds*
(Insert items you have agreed to cover)			
Carry over (Jan 01/2010)	\$2,555.86		
Books & literacy games		\$1,912.78	
Oct 2010 funds	\$1,250.00		
Room rental (2010)		\$400.00	
Room rental (to June 2011)		\$300.00	
Totals	\$3,805.86	\$2,612.78	\$1,193.08

* total "Unspent funds", difference between "Grant Funds Provided" and "Actual Expenses Incurred", to be returned at the end of the term of this agreement.

Contributions from Other sources (Name of Agency)	Funds contributed from other sources (\$)	In-kind contributed from other sources (description)
North Island Community Services Society	\$1600.00 Annual	Facilitator - 40 weeks (Jan to June, Sept to Dec 2010)
North Island Community Services Society	\$100.00 Annual	Admin support, photocopies, office supplies, coffee supplies
Totals - annual	\$1,700.00	

NOTE: The Reading Room continues until mid June 2011. With the remaining funds (\$1,193.08), NICS hopes to continue offering the program on a bi-weekly basis. Funds would be used to cover room rental, purchasing new books & literacy games. The facilitator has expressed an interest to continue as a volunteer.

Valerie Phillips
Financial Officer, North Island Community Services Society

Print name of person completing report

Signature, Lead Organization signatory

Date

May 19, 2011

FINAL REPORT

Title of your project and ID ##:	Grandparent Council
Contact person:	Cheryl Verbrugge
What did you do? <i>Please describe the main activities that were part of your project, even if they were slightly different than those in the original proposal (Schedule A).</i>	<p>Sourced out adults willing to go into the schools each week and read with children. Once I had a list of adults, I organized a schedule for them to go into the two schools (Sunset and Cheslakees). The adults would read one on one with a student for about 15 minutes. The goal of the project was to build self esteem and confidence (both child and adult) in their ability to read. The project also built community connections between the generations. There is an end of the year party for the adults and children. Each child will be given a book to keep. The books were generously paid for by Kathrine McIntosh of School District 85.</p>
Please insert , or attach the Most Significant Change story or stories	
What were the outcomes of your project? <i>As per the anticipated results outlined in Schedule A</i>	<p>The students and adults enjoyed the program and looked forward to it each week. Both the students and the adults were able to recognize their “buddy” in the community. It was a great program to establish relationships. There was improvement seen in oral and reading skills as well as confidence.</p>
What are your long term plans for sustaining the positive outcomes?	<p>To maintain this program, perhaps changing the name from “Grandparent Council” would welcome more adults who do not carry that title.</p>
What lessons did you learn that would be helpful to other communities?	

Summary of Expenses

Budget Item	Grant Funds provided	Actual Expenses Incurred	Unspent funds*
(Insert items you have agreed to cover)			
Totals			

* total "Unspent funds", difference between "Grant Funds Provided" and "Actual Expenses Incurred", to be returned at the end of the term of this agreement.

Contributions from Other sources (Name of Agency)	Funds contributed from other sources (\$)	In-kind contributed from other sources (description)
School District No. 85 (books)	250	
Totals	250	

_____ Cheryl Verbrugge _____
 Print name of person completing report

_____ May 27, 2011 _____
 Signature, Lead Organization signatory Date

FINAL REPORT

Title of your project and ID ##:	Port McNeill Youth Leadership Program
Contact person:	Youth Leaders Christine and Marieke under the supervision of: Jay Dixon, Vice Principal, North Island Secondary School
What did you do? <i>Please describe the main activities that were part of your project, even if they were slightly different that those in the original proposal (Schedule A).</i>	<p>The bullying workshop consisted of group brainstorming and discussions around the concept of bullying and how it affects people. These groups were supported by Michel Therrien, Hiroko Sakai, and Tim Hines. This activity was followed by a brief skit performed by our peers. 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.</p> <p>The drugs and alcohol workshop consisted of a 'Choose your own Experience' 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.</p> <p>For our 3rd workshop, we covered environmental issues. Jackie Hilderling 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.</p> <p>Our final workshop covers Team Building and Respect, while tying in the previous workshops. It's an outside and fun activity day to reward students for their participation throughout the last semester. Different games connect to the different topics we've covered this year, while continuing to foster the connections made between both the adults (presenters) and the older peers who have volunteered in the past workshops. A pledge banner to write down each student's pledge (connected to however they feel they want to help their peers, community, school, or environment) is made.</p>

<p>Please insert , or attach the Most Significant Change story or stories</p>	<p>During the bullying workshop several students stated that their past experiences with adults when trying to report incidences of bullying had negative results. Shortly after the workshop, our counsellor reported that two students had gone to see her concerning bully-related issues, therefore this workshop had a positive effect on several students' willingness to trust adults to support them in their bullying issues.</p> <p>A very positive story connected to the drug and alcohol workshop was that through the question box we received glowing feedback and very inquisitive questions on drugs and alcohol.</p>
<p>What were the outcomes of your project? <i>As per the anticipated results outlined in Schedule A</i></p>	
<p>What are your long term plans for sustaining the positive outcomes?</p>	
<p>What lessons did you learn that would be helpful to other communities?</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>On top of this, through the bullying workshop we learned that students generally do not have a high trust level for any adult support within the school. We suggest a stronger stance on bullying with a no tolerance guideline in order to give students the feeling that any problem they have with bullying will be dealt with in a rapid and effective manner.</p>

Summary of Expenses

Budget Item	Grant Funds provided	Actual Expenses Incurred	Unspent funds*
(Insert items you have agreed to cover)			
Totals			

* total "Unspent funds", difference between "Grant Funds Provided" and "Actual Expenses Incurred", to be returned at the end of the term of this agreement.

Contributions from Other sources (Name of Agency)	Funds contributed from other sources (\$)	In-kind contributed from other sources (description)
Totals		

Print name of person completing report

Signature, Lead Organization signatory

Date

FINAL REPORT

Title of your project and ID ##:	Port Alice Community Centre 1. Teen Space 2. Drama Club 3. Homework Club 4. Leadership
Contact person:	Tanya Spafford – Village of Port Alice
What did you do? <i>Please describe the main activities that were part of your project, even if they were slightly different that those in the original proposal (Schedule A).</i>	<p>1. Teen Space – The Teen space is still undergoing renovations in the Port Alice Community Centre. To date a Flat Screen TV and a DVD Player have been purchased for the space. As well, orders are being put together for approximately 6 Adult Bean Bag chairs and other furniture that will create a comfortable and creative space for the teens to take place in discussion, socialization and a variety of programs geared to their interests.</p> <p>2. Drama Club – The Drama Club has met each week since September. They preformed their first play at the Sea View School Christmas Coffee House. Costumes and Make-up have been purchased, as well as, material for teaching and performing. The remaining money will go towards new speakers for the gymnasium to be used by the Drama Club during their performances as soon as renovations are complete. The Drama Club has worked closely with both Sea View School and the Community Centre creating a great partnership.</p> <p>3. Homework Club – Homework Club was not as successful as originally envisioned. A lack of attendance caused the program to be put on hold at least until Community Centre renovations are complete and a regular program schedule is in place again. However, at about the same time, Sea View School students asked for help with a community project. This project entailed creating and producing information brochures about marine life in our area. Staff felt that this was a good use of the a small amount of the Homework Club funds as it was a school/community service project.</p> <p>4. Leadership – The Leadership Program will begin when the Community Centre renovations are complete. The interruption to regular (as a result of Community Centre renovations) programming made this a hard program to run. Once complete, the Community Centre will use the multi-purpose teen space to offer youth aged 11-18yrs an opportunity to learn through volunteering and community service. This will go hand and hand with the teen space and staff plans to see it evolve into a youth council in the community as well.</p>

<p>Please insert , or attach the Most Significant Change story or stories</p>	<p>The most significant change we have seen recently within our community is the preteen group of youth that are excited to be part of community programs and projects. This group willingly volunteers and participates in most Community Centre events, and enjoys the opportunities to have leadership roles within the community. The Leadership Program will provide staff the opportunity to support these youth from a young age, encourage them towards leading by example and in making smarter, safer choices. Though this group is younger then the original vision, staff feels that as they are most eager they will benefit the most from the experiences that will be provided. The older teens in the Community will have a place in this program as Leaders resulting in a great youth leading youth program.</p> <p>As well, the Drama Club has fostered self esteem and personal growth in the youth involved. Children aged 5 to 14 work together to improvise and play act, while learning basic theatre skills.</p>
<p>What were the outcomes of your project? <i>As per the anticipated results outlined in Schedule A</i></p>	<p>The teen space will open July 2011 and the youth are excited about having a space dedicated to their wants and needs. Through this space the Leadership Program and Homework Club will have a base for staff to work out of. Staff feels having the lack of consistent space available throughout the renovation project has had a direct effect on attendance and commitment of the youth.</p> <p>The Drama Club practiced and performed plays at the Community Christmas Dinner and the School Coffee House, and is working towards a second Coffee House at the end of the school year. The youth will work with Missoula Theatre for the first time in October 2011. The Drama Club and School have committed to being part of this exciting opportunity.</p>
<p>What are your long term plans for sustaining the positive outcomes?</p>	<p>The renovations have definitely held up the programs progress. Once complete, it will make it much easier to sustain the programs as so many opportunities will be available under one roof. The programs will be able to run within the regular Community Centre programming hours, using wages already in place. The space has been provided and the programs are geared to be self-sustainable and new equipment that will create excitement around the programs.</p>
<p>What lessons did you learn that would be helpful to other communities?</p>	<p>An important lesson learned for our community was that youth are never the same year to year. In a small community it is impossible to create a program that will always work. Homework club is a great example of this, as it was extremely popular with one group and not with the next. Staff has had to re-evaluate the program and look at what changes can occur to make it a sustainable program. We now develop programs to be flexible and adaptable!</p>

Summary of Expenses

Budget Item	Grant Funds provided	Actual Expenses Incurred	Unspent funds*
(Insert items you have agreed to cover)			
Teen Space	2000.00	2200.00	0.00
Drama	1500.00	1700.00	0.00
Homework – program purchases still to follow after renovations	640.00	640.00	0.00
Leadership – program purchases still to follow after renovations	860.00	860.00	0.00
Totals	5000.00	5400.00	0.00

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Contributions from Other sources (Name of Agency)	Funds contributed from other sources (\$)	In-kind contributed from other sources (description)
Village of Port Alice – wages for programs		2400.00
Drama Club Leader - volunteer		
Totals		2400.00

Print name of person completing report

Signature, Lead Organization signatory

Date

FINAL REPORT

Title of your project and ID ##:	Renewal and Reconnection To The Land
Contact person:	Randy Bell
What did you do? <i>Please describe the main activities that were part of your project, even if they were slightly different than those in the original proposal (Schedule A).</i>	<p>Our main activities were to provide two Youth Hunting Trips.</p> <p>We also smoked some salmon in our new smoke along with helping a local community member complete the building of their smoke house.</p>
Please insert , or attach the Most Significant Change story or stories	One of the youth hunters gained the skills to actually clean an elk as well as package the meat which was given to the elders of our community. The youth now wants to help other peers in gaining the same skills.
What were the outcomes of your project? <i>As per the anticipated results outlined in Schedule A</i>	We had nine youth experience the Outdoors along with learning how to hunt, gain their firearms licence and cultural knowledge about the territory. In total we had 14 participants for both trips.
What are your long term plans for sustaining the positive outcomes?	Our plan now is that youth will now take the leadership role to insure that there will be on-going Outdoor Trips for youth during the hunting seasons.
What lessons did you learn that would be helpful to other communities?	Investing time teaching our youth about the outdoors is really important for many reasons they include gaining outdoor skills, sustain culture knowledge, all which are transferrable skills for future educational, cultural and economic opportunities for youth.

Summary of Expenses

Budget Item	Grant Funds provided	Actual Expenses Incurred	Unspent funds*
(Insert items you have agreed to cover)			
Youth Coordinators	\$ 1000.00	\$ 1000.00	
Travel & Food	\$ 2850.00	\$ 2850.00	
Generator	\$ 300.00	\$ 300.00	
Firearm Course	\$ 750.00	\$ 750.00	
Emergency Kit	\$ 100.00	\$ 100.00	
Totals			

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Contributions from Other sources (Name of Agency)	Funds contributed from other sources (\$)	In-kind contributed from other sources (description)
NRT	\$ 1000.00	
Namgis		\$ 2000.00
Totals	\$ 6000.00	\$ 2000.00

__Randy Bell_____
 Print name of person completing report

 Signature, Lead Organization signatory

 Date

FINAL REPORT

Title of your project and ID ##:	Sointula Community Garden
Contact person:	Kathleen Cooper or Emma Point
What did you do? <i>Please describe the main activities that were part of your project, even if they were slightly different than those in the original proposal (Schedule A).</i>	Cleared the land, salvaged logs for fence posts, purchased fencing and soil. We arranged for construction of the raised beds (forms, gravel and concrete).
Please insert , or attach the Most Significant Change story or stories	
What were the outcomes of your project? <i>As per the anticipated results outlined in Schedule A</i>	After a community meeting we signed up 25 volunteers and people interested in taking over a bed.
What are your long term plans for sustaining the positive outcomes?	This is a multi-seasonal garden open to active gardeners and viewers. We will be doing more fund raising. We will have summer students paid for by the Sointula Recreation Association.
What lessons did you learn that would be helpful to other communities?	Things cost more than we planned. The project brought both positive and negative reactions but everyone agreed it was a good project to do. It is good to have a dedicated lead person.

Summary of Expenses

Copies of invoices of fees and expenses should not be attached but maintained at your agency for audit purposes for at least three years.

Budget Item	Grant Funds provided	Actual Expenses Incurred	Unspent funds*
Labour and materials	\$5000	\$3113	\$1887
Totals	\$5000	\$3113	\$1887

* total "Unspent funds", difference between "Grant Funds Provided" and "Actual Expenses Incurred", to be returned at the end of the term of this agreement.

Contributions from Other sources (Name of Agency)	Funds contributed from other sources (\$)	In-kind contributed from other sources (description)
Coastal Community Credit Union	\$1000	
Mt. Waddington Regional District	\$500	
Totals	\$1500	

_____ Kathleen Cooper _____
 Print name of person completing report

 Signature, Lead Organization signatory

_____ 27 May, 2011 _____
 Date

FINAL REPORT

Title of your project and ID #:	Stay @ Home Program – Access Project
Contact person:	Carla Voyageur (Alternative Education Liaison)
What did you do? <i>Please describe the main activities that were part of your project, even if they were slightly different that those in the original proposal (Schedule A).</i>	<p>Purchased 2 x Mac Book Pro laptops, 2 x iPad2 tablets (have not received yet, due to back order status), 1 printer, 2 covers for iPads, 2 bags for laptops.</p> <p>All devices are offered on a loan program. Access to printer and internet offered through liaison's home.</p> <p>By the school year end, the program will have seen 4 teenagers, 2 primary children, and 5 parents utilize the above equipment. Included in this group is a graduate.</p> <p>Currently awaiting on an order of paper, and miscellaneous software.</p>
Please insert , or attach the Most Significant Change story or stories	<p>"I like the Mac Book Pro because it is actually quite cool. It is helpful because I can do my Click N Kids Spelling program online." (Marion, home learner, age 8)</p> <p>"I like it because it is cool, and I like how it glows. I go on games like Webkinz, and Click N Kids Phonics program." (Morgan, home learner, age 6)</p>
What were the outcomes of your project? <i>As per the anticipated results outlined in Schedule A</i>	Access to technology for youth, and children using alternate means of education so that they can utilize various media, i.e. videos, ebooks, audiobooks.
What are your long term plans for sustaining the positive outcomes?	The Band has subsidized internet access for its community members. The Band will pay for the cost of instalments, and then members will be responsible for monthly fees. This is great news, and will enable the children and youth access to the internet, from home. To date, they have only been accessing through the liaison or other community access points, off business hours.
What lessons did you learn that would be helpful to other communities?	Set up an advisory group to initiate rules, regulations of program.

Summary of Expenses

Budget Item	Grant Funds provided	Actual Expenses Incurred	Unspent funds*
(Insert items you have agreed to cover)			
iPad tablets	800	1,238	-438
laptops	2585	3098	-513
accessories	377.00	159.80	217.20
printer	500	299.95	200.05
Supplies (ink, paper)	500	?	
shipping	700	?	
software	610	?	
Coordinator & internet	2400	2400	
Misc. resources, subscriptions	5,500	5,500	
Totals	13,972	12,695.75	

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Contributions from Other sources (Name of Agency)	Funds contributed from other sources (\$)	In-kind contributed from other sources (description)
Dawson Hauling		2,400
Traditional Learning Academy	5,500	
Totals		

Print name of person completing report

Signature, Lead Organization signatory

Date

FINAL REPORT

Title of your project and ID ##:	Literacy Now
Contact person:	Rona Doucette
What did you do? <i>Please describe the main activities that were part of your project, even if they were slightly different than those in the original proposal (Schedule A).</i>	Provided the necessary resources to students & adults. Students were assisted with computer solving problems & homework & adults were assisted with learning how to set up their laptops & learning basic computer skills.
Please insert , or attach the Most Significant Change story or stories	
What were the outcomes of your project? <i>As per the anticipated results outlined in Schedule A</i>	Individuals learned how to operate their laptops/computers & to navigate the internet.
What are your long term plans for sustaining the positive outcomes?	Ensure the resources are continually provided to the students & adults.
What lessons did you learn that would be helpful to other communities?	To know your limitations!

Summary of Expenses

Budget Item	Grant Funds provided	Actual Expenses Incurred	Unspent funds*
(Insert items you have agreed to cover)			
Laptop			
School/Stationary Supplies ie paper, pencils, etc.			
Student Leader Wages (x 2)			
Totals			

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Totals		

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Signature, Lead Organization signatory

Date

What have been the major impacts of this work?

What has happened as a result of the work this year? Why do you feel it is important? These impacts might have to do with levels of literacy awareness, amount and depth of discussions about literacy, amount of programming, levels of participation, numbers of collaborations, support to individuals.

The major impacts of this work has been the following:

- increasing numbers of people participating in literacy activities
- variety of literacy projects being offered in the north island, targeting all age groups
- increase in collaborative efforts between community organizations, local libraries, schools, government, and business
- interest among community literacy project leaders to develop a Mt Waddington Literacy Now website as way to share information and resources, and way to stay in touch about projects in both north and south zones

LITERACY OUTREACH COORDINATION

The coordination of literacy work in the community context has been an important outcome of literacy planning work. Therefore, an effort has been made to fund the Literacy Outreach Coordinator position specifically. In this section, please add any comments that are especially related to the coordinator position and its effect on literacy work.

1) How has the Literacy Outreach Coordinator position funded through 2010 Legacies Now enhanced literacy work in your community?

The LOC provides ongoing support and assistance with community champions implementing the projects in six south zone communities.

The LOC addresses community literacy concerns and needs with Mt Waddington Literacy Now Steering Committee via face to face meetings, and through ongoing email communication

The LOC maintains ongoing communication with community champions and provides support and assistance with implementation

2) What was the most successful aspect of initiatives this year?

It has been exciting to hear about what each diverse community has been able to do with their literacy funds. People in the communities have been creative in making the most of their funding.