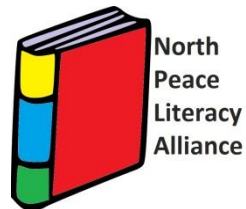


DISTRICT LITERACY PLAN 2012 – 2013

North Peace



NORTH PEACE DISTRICT LITERACY PLAN 2012/2013

The **North Peace Literacy Alliance** was the name given to the literacy task force, established four years ago within the geographic region of School District 60 in the Peace River Valley. With a population of 64,000, this region includes the communities of Fort St. John, Prespatou, Upper Pine, Clearview, Taylor and Hudson's Hope. Fort St. John is the largest regional service centre in northeast B.C. with a population of over 18,600. Three industries employ the majority of people in Fort St. John: oil and gas, agriculture and forestry. Taylor is located on Mile 30 of the Alaska Highway, 18 km south of Fort St. John. It is home to 1,400 residents. Hudson's Hope is situated 90 km. west of Fort St. John and is a town of 1,200 people. Fort St. John is a hub for the Northern B.C. Treaty 8 First Nations Communities; included in this region are three reserves: Blueberry River, Doig River and Halfway River First Nations. There is a small but growing immigrant population in the area, with approximately 2,000 people speaking English as a Second Language.

1) TASK GROUP

a) Who takes part in the Task Group?

The North Peace Literacy Alliance (task group) has 90 representatives from education, industry, government, business, non-profit agencies and local First Nation communities. The Literacy Outreach Coordinator continually updates the NPLA contact list to include regional stakeholder organizations and individuals with an interest in community literacy.

Each task group meeting since July 2010 involved up to 20 participants. These task force members play active roles in assessing the literacy needs of the community, as well as planning local literacy programs and collaborations. Regular attendees to NPLA meetings include representatives from: Rising Spirit Aboriginal Youth Centre, School District 60, Fort St. John Friendship Centre, Fort St. John Public Library, Success by 6, Family Friendly Initiative, Northern Lights College, Blueberry First Nations, Fort St. John Women's Resource Centre, Fort St. John Literacy Society, North Peace Community Resource Society, Métis Nation BC, Employment Connections, Myriad Consulting, and City of Fort St. John.

b) How is the work of this group organized?

Since July 2010, the Literacy Outreach Coordinator held five meetings with the task group to identify and prioritize local literacy needs. As well, the task group have assessed barriers to access services, identified potential community partnerships, and brainstormed specific initiatives and outcomes.

| Date | Purpose |
|---------------|---|
| Sept 21, 2010 | Sub-committee meeting with NPLA organizations interested in the LOC's proposed research project initiative "Client Voice: Literacy in the NE". The research project will access barriers faced by existing and potential literacy |

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|--------------|---|
| | clients in the region |
| Jan 19, 2011 | NPLA sub-committee meeting to further discuss research methodology for the research project "Client Voice: Literacy in the NE" |
| Feb 15, 2011 | NPLA meeting for all participating orgs to prioritize current needs and build collaborations for specific community literacy projects using 2010-2011 implementation funding |
| June 7, 2011 | NPLA meeting to assess accomplishments through 2010-11 DLP, identify continuing and new issues, and prioritize goals for 2011/2012 |
| Feb 21, 2012 | NPLA meeting for implementation funded projects to present impact reports. The group also re-evaluated priorities with an adult literacy lens. They prioritized literacy needs in the community and decided upon three key areas of focus: men's literacy, marginalized youth, and parental engagement. |

An informal steering committee of the North Peace Literacy Alliance, comprised of the following five individuals, meets once a month with the Literacy Outreach Coordinator to oversee the follow-through of initiatives decided by the Alliance roundtable. The Fort St. John Literacy Society provides day to day supervision of the LOC (through their Executive Director), and is also the financial steward.

| Name | NPLA Partner Organization |
|---------------|--------------------------------|
| Kim Boettcher | School District 60 |
| Bill Sutton | Fort St. John Public Library |
| Jean McFadden | Fort St. John Literacy Society |
| Rosolynn Kalb | Fort St. John Literacy Society |
| Andy Ackerman | Member-at-Large |

2) COMMUNITY CONTEXT

What happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development? Consider both positive and negative impacts.

Positive:

The community continues to embrace literacy programming, awareness campaigns, and other initiatives. Task group members and other key stakeholders further their understanding of informal learning opportunities, as well as the importance of community literacy initiatives. Collaborations among active task group members continue to strengthen and exciting ideas for collaborations and programs arise as task group meetings.

Negative:

Many service providers in the community operate at capacity. They are faced with limited resources and time in which to plan and implement additional programming. As the population and birth rate rise, service providers struggle to keep up. As well, a

considerable number of primary industry workers have undiagnosed learning disabilities, minimal education, and other literacy barriers. However, industry workplaces (camp, field work, etc.) do not give the time or resources to address these issues. Many workers just “make do”.

3) COMMUNITY DEVELOPMENT AND LITERACY COLLABORATION

a) What are the important collaborations that have taken place to support literacy and the work of the Task Group?

Community Stakeholder Meetings:

Since August 2011, the Literacy Outreach Coordinator has regularly attended community roundtable meetings to keep updated on the activities and needs of local organizations, service providers, and clients. Through presentations to these groups, she has discussed available literacy services in the community and encouraged collaborations for literacy programs. As well, the LOC used these roundtables as an opportunity to educate stakeholders on the impact of community literacy and how to embed literacy into programming.

Roundtables she attended regularly included the following:

1. Early Childhood Development / Families First (30 community organizations with a stake in issues affecting children 0 - 6 yrs of age and their families)
2. Early Childhood Development / Families First Sub-Committee Meetings (Arts & Indoor Playground Initiative)
3. NP3 Table – for Executive Directors of community non-profit agencies
4. Welcoming & Inclusive Communities & Workplaces Program planning table
5. Healthy Living Alliance – Northern Health/City of Fort St. John roundtable

The Literacy Outreach Coordinator was involved in planning initiatives and activities for specific events, linking community groups and facilitating collaborative projects. These included:

| Event | Partners | Activities |
|--|--|--|
| Family Literacy Day (Week long events: January 24-28) | Community Early Learning Coordinator FSJ Public Library School District 60 | <u>January 24:</u> Write the Journey: Poetry Workshop with Christy Jordan-Fenton <ul style="list-style-type: none"> • Local writer, Christy Jordan-Fenton, facilitated a poetry workshop for youth and families. <u>January 25:</u> |

| | | |
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| | <p>Northern Health</p> <p>Rising Spirit Aboriginal Youth Centre/NENAS</p> <p>Northern Groove</p> | <p>Discover Cooking!: A Family-Oriented Community Kitchen</p> <ul style="list-style-type: none"> Lindsay MacIlsac, a clinical dietitian, taught families how to regularly incorporate delicious and healthy meals into their diets. In this hands-on workshop, families cooked together. <p><u>January 26:</u></p> <p>Letter Writing Club</p> <ul style="list-style-type: none"> With stationary provided at no cost, families were invited to write letters and create mail art. <p><u>January 27:</u></p> <p>Gathering Space: Family Literacy Concert</p> <ul style="list-style-type: none"> This event featured local writers and musicians, sharing stories and songs. <p><u>January 28:</u></p> <p>The Great Library Adventure: Film Fest and Campout</p> <ul style="list-style-type: none"> The week ended with a children’s film festival featuring shorts from local filmmaker, Rio Fitch. Afterwards, families camped inside the library. Parents and their children played games and sang campfire songs. |
| <p>International Literacy Day September 8</p> | <p>Local media</p> | <p>LOC organized “Literacy in the Workplace Challenge” and asked the community to show examples of practicing literacy in the workplace.</p> <p>She was interviewed on the Moose FM morning show to talk about literacy in the workplace and International Literacy Day.</p> |

Other Activities:

Since August 2011, the Literacy Outreach Coordinator participated in the following activities:

1. Fort St. John Preschool Health Roundup

2. School District 60 Parent Conference
3. Fort St. John Rotary Club Luncheon
4. Presentation to City Council: International Literacy Day
5. Presentation to City Council: Family Literacy Day
6. OGC Health and Wellness Fair
7. Spring Blooms Gardening Event

b) What are the essential ongoing collaborations?

The essential collaborations take place between community groups sitting at the NPLA round table.

Since May 2011, the key collaborations have been between the following groups:

| Initiative | Lead Organization | Partners |
|---------------------------------------|--|---|
| artsyfARTsy | North Peace Cultural Centre | <ul style="list-style-type: none"> • Success by 6 • Children First • Family First Initiative • School District 60 • Northern Environmental Action Team • United Way |
| Women’s Financial Literacy Initiative | Fort St. John Women’s Resource Society | <ul style="list-style-type: none"> • Canadian Centre for Financial Literacy • North Peace Savings and Credit Union • Investors’ Group • Callison Zeunert Law Corp. • FSJ Association for Community Living • SUCCESS • FSJ Literacy Society • Aboriginal Business Centre • Northeast Native Advancing Society |
| Computer Skills Training Program | Fort St. John Public Library | <ul style="list-style-type: none"> • North Peace Literacy Alliance |

| | | |
|--------------------------------|---|--|
| Daddy and Me Gym Night | School District 60 | <ul style="list-style-type: none"> • North Peace Community Resource Society • Childcare Resource & Referral • Robert Ogilvie School |
| Rising Spirit Academic Success | Rising Spirit Aboriginal Youth Centre | <ul style="list-style-type: none"> • Northeast Native Advancing Society • Fort St. John Literacy Society • Fort St. John Public Library • School District 60 |
| Mother Goose for ESL Families | The Family Place (North Peace Community Resource Society) | <ul style="list-style-type: none"> • SUCCESS • Fort St. John Literacy Society |

c) What makes collaborations work so well?

As a small community, agencies often come together to discuss community needs and issues at roundtables with a myriad of focuses including early learning, youth engagement, healthy living, newcomers to Canada, literacy, etc. By interfacing on a variety of fronts, individuals from these agencies develop relationships that encourage collaborations for projects.

Because of effective local community roundtables, stakeholders are aware of local programming and can easily see ways to share resources and collaborate on specific initiatives. This awareness also helps when assessing literacy needs in the community - task force members are quick to identify critical areas of focus for future literacy programming.

4) GOALS AND ACTIONS FOR THE CURRENT YEAR

a) What priorities, goals or objectives have you addressed this year?

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

i) Actions to be spearheaded by the Literacy Outreach Coordinator:

| Priorities | Goals/Objectives | Groups/Partners | Actions |
|------------|--|-----------------|--|
| Awareness | <ul style="list-style-type: none"> • More awareness | Moose FM | - LOC connected stakeholders to programs/initiatives |

| | | | |
|----------|--|---|---|
| Campaign | <p>about low literacy</p> <ul style="list-style-type: none"> • Availability of resources - awareness of online toolkits, programs for public and organizations to disseminate | <p>Northern Groove Energetic City Decoda Literacy School District 60 FSJ Public Library Northern Health</p> | <p>promoted on the “Community of Literacy Practice” to the Fort St. John Literacy Outreach email contact list.</p> <p>- LOC sent out a monthly newsletter that discussed issues of low literacy and importance of literacy programming.</p> <p>- LOC regularly posted blogs on Energetic City that talked about literacy tools, issues, and initiatives.</p> <p>- LOC wrote three articles for the Northern Groove magazine about literacy and local literacy initiatives.</p> <p>- LOC plans and implements two community events, bringing awareness to the community about the importance of literacy: Family Literacy Day & International Literacy Day</p> |
|----------|--|---|---|

ii) Early Learning

Fort St. John has a supportive, active, and effective group of early learning service providers. Every year, there are children that are not ready for kindergarten, despite the ongoing and excellent early learning opportunities available to families.

A province-wide early childhood development survey by U.B.C. in 2006 reported that children living in northeast B.C., including the geographic region of School District 60, are among the least ready to start kindergarten in areas of language and cognitive development. As well, the Fort St. John Hospital saw the highest birth rate per capita in 2001. High birth rates require more programs for children in the community.

| Priorities | Goals/Objectives | Initiatives | Groups/Partners |
|-------------------|----------------------------------|--------------------------------------|-------------------------------------|
| High Risk Parents | More high risk parents attending | Mother Goose for ESL Families | Family Place (North Peace Community |

| | | | |
|---------------------------------|---|---|---|
| | Mother Goose | - The Mother Goose for ESL Families is offered in the evening. Families who cannot access the program during the day can attend, which helps parents with particular barriers. - This is funded through NPLA Implementation Funds. | Resource Society) SUCCESS Fort St. John Literacy Society |
| Speech Wait List | A program to address speech language pathology wait list | Task Group Development - In conversation with the LOC, the Executive Director of the Child Development Centre has agreed to send a representative of the CDC to actively sit on the task group | Child Development Centre |
| Aboriginal Language Development | A program to focus on language development with an Aboriginal focus | Cree with Kookum - After the task group meeting in June 2011, Success by 6 implemented a program for grandparents and children to regularly attend Cree language classes | Success by 6 Aboriginal Success by 6 Childcare Resourced and Referral |

iii) Kindergarten to Grade 12

Promoting whole family activities is particularly important to the task group. They want to encourage fathers to take part in essential skill-building activities with their children, alongside mothers.

Tutoring students is also an ongoing priority. High school graduation rates in Northern BC are 10% lower than communities south of Prince George. The region suffers from young people taking high paying jobs that do not require a high school diploma.

| Priorities | Goals/Objectives | Initiatives | Groups/Partners |
|------------|------------------|-------------|-----------------|
|------------|------------------|-------------|-----------------|

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|-------------------------|--|---|---|
| Whole Family Activities | Whole family activities that promote essential skills - special focus on involving fathers | artsyfARTsy - This is funded through NPLA Implementation Funds. | Success by 6 Children First Family First Initiative School District 60 Northern Environmental Action Team United Way |
| Math Tutoring | Improve students' math skills without calculators | Rising Spirit Academic Success - This is funded through NPLA Implementation Funds. | Rising Spirit Aboriginal Youth Centre/NENAS Fort St. John Literacy Society Fort St. John Public Library School District 60 |
| Self-regulation | Self-regulation, emotional literacy, oral communication - possible intervention "Roots of Empathy" | Roots of Empathy/Seeds of Empathy - The Community Early Learning Coordinator, who is an active member of the NPLA task group, will implement this program in Fall 2012. | School District 60 |

iv) Adult/Senior

Essential skill building programs for marginalized adults and seniors are not abundant in Fort St. John. While there is a well established early childhood development roundtable, there is nothing similar for service providers who work with adults.

| Priorities | Goals/Objectives | Initiatives | Groups/Partners |
|------------|---|------------------------|----------------------|
| Men's | <ul style="list-style-type: none"> Seeing literacy | Computer Skills | Fort St. John Public |

| | | | |
|--------------------|--|---|---|
| Literacy | <p>programs as “emasculating” - programs for marginalized men</p> <ul style="list-style-type: none"> • Fast Forward for Adults and First Nation Communities | <p>Training Program - This is funded through NPLA Implementation Funds.</p> | <p>Library NPLA</p> |
| Financial Literacy | <p>Financial literacy for university students</p> | <p>Women’s Financial Literacy Initiative - This is funded through NPLA Implementation Funds.</p> | <p>Canadian Centre for Financial Literacy North Peace Savings and Credit Union Investors’ Group Callison Zeunart Law Corp. FSJ Association for Community Living SUCCESS FSJ Literacy Society Aboriginal Business Centre NENAS</p> |
| Seniors’ Literacy | <p>Increasing confidence and breaking barriers for seniors</p> | <p>Computer Skills Training Program - This is funded through NPLA Implementation Funds.</p> | <p>FSJ Public Library NPLA</p> |

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

In February 2012, the task group reevaluated their focus and asked, “What is the overall direction of the task group going to be? Who is not at the table?” Service providers who represent marginalized adults, particularly men and seniors, were underrepresented at the table.

Programs like “Fast ForWord for adults and First Nations communities” were not implemented; however, current needs assessment from the task group reiterated this gap in the community. As well, the NPLA task group discussed that Fast ForWord is available through North Peace Secondary School and Distance Education Services.

The LOC created a list of potential new task group members who could fill the gap for adults and seniors. However, the current LOC will leave her position on June 1 and a new LOC will be hired to take her place.

5) INDICATIONS OF SUCCESS:

a) How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.

| Project | Measurable Outcomes |
|--|---|
| <p><u>Awareness Campaign</u> The LOC uses the following social media tools for updating and educating Fort St. John on literacy impacts and initiatives:</p> <ul style="list-style-type: none"> • Energetic City Blog • Twitter • Facebook • Newsletters • North Peace Literacy Alliance Website | <p><u>Energetic City Blog:</u> Between November 2011 and April 2012, the LOC posted 15 blogs. In total, the blogs have 1503 views.</p> <p><u>Twitter:</u></p> <ul style="list-style-type: none"> • 54 Tweets • 66 Following • 42 Followers <p><u>Facebook:</u> A new Facebook page was recently created and has 6 “Likes”.</p> <p><u>Newsletters:</u> The LOC sends out a monthly newsletter with literacy information, activities, and local events. It is sent to 147 contacts.</p> |
| <p><u>Community Events</u></p> | <p><u>Family Literacy Week Events:</u> The week’s events, which included an</p> |

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| | <p>activity every day from January 24 to 28, included a total of 108 participants.</p> <p><u>International Literacy Day:</u> The contest had 15 contestants.</p> |
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| Project | Measurable Outcomes |
|--------------------------------------|--|
| Daddy and Me Strong Start Gym Nights | <p><u>Participation:</u> 118 Adults 168 Children</p> <p><u>Duration:</u> May 2011 to June 2012</p> |

Impact Statement:

The program is very well received by local dads. The spin-off from the Daddy and Me Community Events has increased the number of dads participating in play activities with their children. We know this because many new dads are attending each event and attendance is steady at both events. We are also drawing dads with younger children to the gym night.

The low cost, low structure, drop-in format and predictability of the event were the most successful aspects. Adding capacity to an existing program increased the service without much cost or publicity required.

Challenges:

Three times I had to turn away mothers who wanted to join in. Three times we had low attendance due to weather. It would be ideal to have a male host but that is not currently feasible.

Other Comments:

Thank you for the support to get started. The events will continue to run without a budget.

| Project | Measurable Outcomes |
|-------------------------------|---|
| Mother Goose for ESL Families | <p><u>Participation:</u> 35 Adults 1 Senior 50 Children</p> |

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| | (Only 2 ESL Families) |
| | <u>Number of resources given away:</u> 20 |
| | <u>Duration:</u> September 2011 to March 2012 |

Impact Statement:

Offering the evening Parent/Child Mother Goose Drop-In program fills a gap in the community for accessible programming for working parents with young children. By offering the evening programming, parents can enjoy a natural environment for children to develop and strengthen their social skills, while strengthening the parent-child relationship. The program also offers safe and friendly networking opportunities for parents.

Challenges:

Unfortunately, we have not been very successful in connecting with ESL/Immigrant families and have only had a couple of new families attend to date. The facilitators do introduce and share culturally diverse rhymes, songs and stories, but it is not coming directly from the ESL families as we had hoped. The next step is taking a closer look at the needs of ESL/immigrant families and explore ways we can work together to better meet these needs.

| Project | Measurable Outcomes |
|--------------------------------|--|
| Rising Spirit Academic Success | <u>Participation:</u> 54 Youth <u>Duration:</u> August 2011 to May 2012 |

Impact Statement:

With the high demand for educated and skilled employees in our ever-changing work environment, the need to ensure academic success for our young people is critical; for Aboriginal youth in particular. With the increased budget cuts schools are now facing while numbers of high school students are increasing, there is a high need for as much academic support as the students can receive. School district 60 has over 1980 students, with 421 of them being Aboriginal. The school district does offer some tutorial

services to students during school hours, but the demand for tutorial services far exceeds the time available.

| Project | Measurable Outcomes |
|---------------------------------------|---|
| Women's Financial Literacy Initiative | <u>Participation:</u> Training: 14 Adults Workshops: 18 Adults <u>Number of resources given away:</u> - 15 “Financial Literacy Community Facilitator Toolbox” binders - 18 workshop binders <u>Duration:</u> July 2011 to March 2012 |

Impact Statement:

The initiative succeeded in the meeting and exceeding the goals set out in our original proposal, as well as meeting those set forth by the NPLA. In our initial proposal, we sought to achieve the following targets and outcomes:

- Helping women to make informed spending habits through effective budgeting
- Making financial systems and personal responsibilities more clear and less intimidating
- Improving families’ financial health, opportunities for progress, and quality of life
- Making resources and information more available and easily understandable
- Removing barriers for marginalized women and families
- Promoting women’s independence, empowerment, employability and earning potential

Following our receipt of funding through NPLA, we made an important partnership with The Canadian Centre for Financial Literacy (CCFL) to receive specialized community-based training to facilitate financial literacy workshops. We targeted our fellow community non-profits to participate in the training, so two representatives from the CCFL provided a free 2-day facilitator training seminar. This training totaled to 14 hours and was very well received by the attendees.

Some that were hesitant to be there at the beginning were completely engaged and excited to be there just a couple of hours into the first day. Many participants had very little knowledge to start with and gained valuable information and the tools needed to help others with basic financial ideas, terminology, and information. Even the 2 people we had who are financial professionals found the material to be extremely helpful because it took what they already knew and provided the language and contents to be

presented in a way that is easy to be understood by the general population and those who struggle with basic literacy.

Some will go on to work with their respective clients while others will use the information for personal reasons. All in all the facilitator training provided by CCFL was extremely well done and very easy to take and use going forward. I would recommend them highly to any organization that has a financial literacy initiative. The topics included in the modules covered all of the goals that we set out in the initiative. Without the CCFL training program I think this would have been a much more time consuming and difficult initiative to get up and running. The ready-made course materials and instruction are truly invaluable. The Women’s Center also applied the skills learned to do sessions at our Skye’s Place 2nd stage housing as part of our group sessions. This reached an additional 10 women with children.

Challenges:

Training: For some organizations involved in the training sessions, there was a lack of preparedness for and demonstrated commitment to the training. For others, the relevance of materials for all groups based on the limited capabilities of their own clients; difficulty communicating and liaising with colleagues from larger organizations; the purpose of the training (to put on workshops) was not understood by all groups. We have only had one of the participating organizations hold a 2 topic workshop with a total of 3 participants.

Workshops: Timing of workshops, accommodating everyone’s schedules; winter weather; consistent attendance, limitations to # of participants because of space limited available

Other Comments:

The facilitators have discussed doing another series in the fall. Instead of doing it over multiple sessions we thought that it would be great to do it as a 2 day (Saturday/Sunday) workshop. It would be a great way to have the participants stay involved and interested while only committing to a weekend. In an ideal situation it would be done with a larger group (possibly 40 people) broken up into round tables of 8 participants at each table. This would keep it intimate and interactive. Lunch and materials would be provided to all at no cost.

| Project | Measurable Outcomes |
|--------------------------|---|
| Computer Skills Training | <u>Participation:</u> 147 Adults 58 Seniors |

| | |
|--|---|
| | 1 Youth <u>Number of resources given away:</u> Approximately 200 - 300 <u>Duration:</u> September 2011 to June 2012 |
|--|---|

Impact Statement:

The initiative continues to meet and exceed our goals. Providing one-on-one training tailored to the needs of our students has proven to be the most effective means of attracting the community to our service. The flexibility the program offers allows individuals who may not otherwise access computer skills education to benefit in many ways. The computer training program has opened the doors of communication for many that have limited mobility and long distance family relationships. It also helps clients competing in the job market by learning to use email, social networking, office related software, and how to apply for jobs online.

Moreover, people who have reservations about structured classroom situations or fear technology due to unfamiliarity have access to their comfortable public library, where they have the ability to learn what they need and decide how they need to learn it.

Our community is in need of assistance in realizing the wealth of knowledge available online. Giving individuals the tools to search for their own knowledge from the comfort of their home or library is opening the minds of individuals and the community as a whole.

Flexibility, choice, environment, patience, guidance, and encouragement continue to produce the most positive and rewarding results in our program.

Challenges:

One of the challenges has been keeping up with the waiting list that never drops below fifteen people and more regularly features over thirty. We look to improve this challenge in the next year by increasing the Computer Skills Training Instructor's hours per week, as well as offering monthly group sessions.

Other Comments:

The library continues to see growth potential in the Computer Skills Training Program. We are currently investigating new ways in which to expand. Aside from increasing hours and replacing hardware, in the future we would like to include sessions on eReader operation and downloading eBooks. This will help take the fear and

apprehension out of a new, popular, and sometimes intimidating literacy tool. We would also like to investigate the possibility of outreach and providing seniors who live in care homes a chance to learn from our informative sessions.

| Project | Measurable Outcomes |
|-------------|---|
| artsyfARTsy | <u>Participation:</u> 48 Adults 212 Children and Youth 20 Seniors <u>Duration:</u> September 2011 to June 2012 |

Impact Statement:

The goal of the artsyfARTsy project was to increase essential skills development and literacy through a variety of art-based learning opportunities that would expose participants to a variety of activities.

The program met this goal:

- a) By showing families fun, creative arts and literacy based activities that they could take back to their homes and friendship circles and continue to experience successful, fun family projects.
- b) The outreach from local artists in our community has been outstanding and has provided participants with a chance to see what local opportunities exist in our community.

Challenges:

All of the artsyfARTsy events were effectively run, utilizing all partnerships available. Finding additional volunteers was our biggest challenge.

b) What are the things that support literacy work?

- Collaborative Projects
- Roundtables, Conferences, and Meetings
- Awareness Campaigns at Key Community Initiatives
- Family Literacy Events
- Internet-based Awareness Campaign
- Public Presentations on Literacy

6) CHALLENGES

a) What are the difficulties? b) What would help?

Many service providers in the community operate at capacity. They are faced with limited resources and time in which to plan and implement additional programming. Although key stakeholders are excited to take the lead on capacity building projects that address literacy needs, they and their collaborators run the risk of exhausting their staff and resources.

For this reason, it has been difficult to diversify the active members of the task group. However, the organizations that are planning and implementing initiatives are doing so very successfully. As the group continues to operate successfully and make big impacts in the community, my hope is that other task group members will become more involved.

It will be helpful to analyze the best practices of other task groups, particularly those who are in small, booming communities with similar barriers.

FOR THE COMING YEAR

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

The focus of the task group has changed to further incorporate adult literacy into discussions and brainstorming. The group is in transition with key stakeholders becoming less involved as new members are asked to join on. To respond to this challenge, the LOC created a list of potential task group members to connect with and invite to future meetings.

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

Task Group Goals

In February 2012, the NPLA task group met to further assess gaps in service for literacy clients. The task group identified three key areas of focus with barriers and gaps for each, as well as possible collaborations. These areas of focus, barriers, and gaps will be addressed by the task group in subsequent meeting in the Fall 2012.

| Area of Focus | Gaps & Barriers | Potential Partners | Specific Actions |
|----------------------|----------------------------|---------------------------|-------------------------|
|----------------------|----------------------------|---------------------------|-------------------------|

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|----------------------------|--|---|--------------------------|
| Parental Engagement | <ul style="list-style-type: none"> • Facilitation space (gymnasiums will soon no longer be free) • Buy-in from parents • “Ground up”, grassroots programs, topics and targets • The PACs for middle school and high school have low turnout • Reading comprehension among parents • Strong Start needs to layer in literacy skills | <p>ECD Rountable School District 60 North Peace Community Resource Society Fort St. John Women’s Resource Centre Babybear Daycare</p> | <p>TBD by Task Group</p> |
| Men’s Literacy | <ul style="list-style-type: none"> • Workplace essential skill programs • Essential skill bridging for homeless / marginalized men • Assistance to complete certain training (safety, HS Diploma, etc.) • Low literacy levels for working population (particularly youth) | <p>Fort St. John Literacy Society Salvation Army Northern Health Employment Connections Restorative Justice Enform Alpha Safety</p> | <p>TBD by Task Group</p> |
| Marginalized Youth | <ul style="list-style-type: none"> • High risk female youth essential skill development • Poetry, song writing, and open mic (multi-age) | <p>Rising Spirit Aboriginal Youth Centre/NENAS School District 60 FSJ Women’s Resource Society</p> | <p>TBD by Task Group</p> |

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| | | Restorative Justice | |
| | | North Peace Cultural Centre | |
| | | Northern Groove | |

Literacy Outreach Coordinator Goals

| Identified Need / Goals | Target Groups | Specific Actions | Potential Partners |
|---------------------------|--|---|--|
| Awareness Campaign | Early Learning Aboriginal K – 12 Adult/Senior | <ol style="list-style-type: none"> 1. NPLA Website 2. Facebook Page 3. Twitter Account 4. Energetic City Blog 5. Media/Email Campaigns 6. Newsletter 7. Family Literacy Day 8. International Literacy Day | School District 60 Rising Spirit Aboriginal Youth Centre (NENAS) North Peace Community Resource Society SUCCESS Fort St. John Literacy Society City of Fort St. John Northern Groove Moose FM Decoda Literacy FSJ Public Library |

| | | | |
|---------------------------------------|---|--|---|
| | | | Healthy Living Alliance ECD Roundtable Success by 6 Family Friendly Initiative |
| Website and Community Database | Early Learning Aboriginal K – 12 Adult/Senior | Maintain a NPLA website, which includes a updated list of organizations that offer literacy services, resources, and programming | Community and district-wide initiative |

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

1. Monthly meetings with the NPLA Steering Committee
2. Regular meetings with the NPLA Task Group (Needs Assessment, Brainstorming, Planning, etc.)
3. Continued development of the NPLA Task Group
4. Key stakeholders to collaborate with in the planning and implementation of community events (Family Literacy Day & International Literacy Day)
5. Continued involvement in Community Roundtable Meetings, as well as seeking out new meetings to attend (Chamber of Commerce, VAWIR, Affordable Housing Committee, etc.)
6. Ongoing communication with local media and the City of Fort St. John
7. Regular communication with the public about literacy through social media, blog, email, community events/presentations, and website.