

Bralorne
Gold Bridge
Lillooet
Sek'wel'wás
T'ít'q'et
Ts'alálh
Ts'k'wáylacw
Xaxl'íp
Xwísten

*Our vision includes people
experiencing and sharing the
joys of literacy -connection,
communication, and community*

Community Literacy Plan 2010

Ulluskalh kwen zwatentali ti nukw'antumulhas



We gather to learn to help one another

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Introduction

This is the Community Literacy Plan of the people of Bralorne, Gold Bridge, Lillooet, Sek'wel'wás, T'it'q'et, Ts'alálh, Ts'k'wáylacw, Xaxl'ip and Xwisten.

This is the Community Literacy Plan of Carl Alexander, an elder at Xwisten who dreams of the day a young person from his community will talk to him fluently in St'át'imcets.

Marilyn Charlie is a young mother who seeks the skills and knowledge to invest in her children for their future well-being. This is also her Community Literacy Plan.

For Sheila Pfeifer, Alice Kidd and Kerry Coast, expression of many kinds is at the heart of literacy. This Community Literacy Plan is theirs as well.

Our Community Literacy Plan is for the elders of Ts'k'wáylacw, who in their own words, tell us the way past the brutal learning legacies of residential school to reclaiming the learning spirit is through St'át'imc language and cultural teachings.

And finally, for our professionals and service providers, who strive to provide learning experiences with diminishing resources and a world that is increasingly complex, this is your Community Literacy Plan as well.

As our vision for this community literacy plan states – the joy of literacy comes through connection, communication and community.

Ulluskalh kwen zwatentali ti nukw'antumulhas

We gather to learn to help one another

Vision for Literacy in our Community

Statement

Our vision includes people experiencing and sharing the joys of literacy - connection, communication, and community.

Our place...

- ✓ Celebrates the richness of literacy
- ✓ Recognizes that literacy allows you to see ahead and behind, to go beyond who each individual is now
- ✓ Honours an accessible study and sharing of the complexity of the world we live in
- ✓ Uses a common language that reflects the people who live here
- ✓ Demonstrates mutual respect and understanding for different learning styles and forms of intelligence
- ✓ Honours all kinds of minds
- ✓ Is a place where there is excitement about using literacy as a tool for learning and expression
- ✓ Protects learners from humiliation and builds safety for each and every learner
- ✓ Is where adults have the skills they need to live the life they want and the confidence to pass it on
- ✓ Has parents who feel confident in their rich role as teachers of their children and who know they are teaching for life by positive example
- ✓ Has a seamless learning experience for all ages
- ✓ Is a positive expression of the 7 St'át'imc laws of well being – health, happiness, generosity, generations, power, pity and quietness
- ✓ Has young people that are positively rooted in learning experiences in the community
 - With a good sense of their strengths and capabilities
 - With a sense of place, pride in their homes
- ✓ Is involved in dialogue and engaged in our future through regular community forums
- ✓ Engages in literacy in the areas of art, music, science, health and politics (governance and social justice)

Process

The Lillooet area was one of the original participants in the Literacy Now community planning process in 2005-2006. A project was developed from that process known as the Book Bus.

In 2009 additional funds were made available to undertake a review and update of the plan.

A Literacy Outreach Coordinator was hired to undertake the process.

The input portion was considerable and far reaching. Actions taken to obtain input were:

1. Interviews with past task force members (or their current equivalent)
2. Interviews to build a Community Literacy Inventory
3. Focus Groups within each of the communities in the area

Once this process was completed, a task force undertook a gap analysis and developed new goals and actions. The task force was primarily composed of professionals related to the literacy field - teachers, principals, librarian, speech-language pathologist, media (print) - along with community members.

While the Literacy Outreach Coordinator was successful in engaging many St'át'imc people – professionals and community members in interviews about literacy need, the task force was without regularly attending St'át'imc members. Less than half the task force meetings had representatives from St'át'imc, the indigenous people of this place. This is a serious failing of the plan as it stands. The need to work cooperatively between St'át'imc and non-native service providers and stakeholders remains a significant challenge facing literacy in this area, arguably for both populations.

The task force met a total of 6 times over a period of 4 months.

Choosing the areas of focus involved:

- Reviewing the community profile and community inventory
- Developing a vision
- The assistance of the Literacy Outreach Coordinator in synthesizing and reflecting the discussions of the group

- Pauses and slight detours in the process to ensure that the St'at'imc voice was present and contributing
- Considerable and ongoing dialogue and collaboration

Community Involvement

Name	Organization/Community	How were they involved?
Betty Weaver	Chief Librarian -Lillooet Area Library Association	Steward, Lillooet Focus Group, Task Force
Alex Flint	Student – Adult Learning Centre	Interview
Alice Kidd	Community Member - Lillooet	Interview
Carmen Pallot	Councillor - District of Lillooet, Business Person	Interview, Book Bus review
Deborah Ralston	Principal - Cayoosh Elementary	Interview, Task Force
Elaine James	Diabetes Coordinator -Lillooet Friendship Centre	Interview
Carole Camille	Executive Director -Lillooet Friendship Centre	Interview
Kevin Anderson	Councillor - District of Lillooet	Focus Group
Judy Bodaly	Community Member - Lillooet	Interview, Book Bus Meeting
Staff	Teachers and Support Workers - School District #74 Adult Learning Centre	Interview, Lillooet Focus Group
Lynda Black	Retired Teacher - Past Task Force	Interview
Sheila Pfeifer	Retired Librarian - Past Task Force	Interview
Stephanie Johnson	Speech Language Pathologist – School District 74	Interview
Robin Frank	Education Coordinator – Sek'wel'wás	Interview
Terry Hurst	Manager -Family Place – Lillooet Friendship Centre	Interview
Susan Napoleon	Education Coordinator – T'it'q'et	Interview
Wendy Clayton	Manager - Barton's Insurance	Interview
Tina Alexander	Student – Adult Learning Centre	Interview
Kerry Coast	Editor - The St'at'imc Runner	Interview, Task Force
Nicole Palfry	Publisher – The Lillooet News	Task Force
Robin Poon	Editor – The Lillooet News	Lillooet Focus Groups
Kim Chute	Speech Language Pathologist – Independent Private Practice	Interview, Task Force
John Chenoweth	Dean - Distributed Learning, NVIT	Interview
Marilyn Napoleon	Board Member - USCLES, Program Coordinator - Lillooet Tribal Council	Interview, Task Force
Laura John	Instructor - NVIT	Interview, Task Force
Kim Halayko	Teacher – Lillooet Secondary School	Task Force
Lakota James	Student - Adult Learning Centre	Focus Group
Chad Alexander	Student - Adult Learning Centre	Focus Group
Amy Ayers	Program Coordinator -Lillooet Library Association	Task Force, Book Bus meeting
Elsa Wolf	Parents – Home Schooling	Interview
Jacque LeDoux	Principal -Sk'il Mountain Community School	Interview, Ts'alálh
Andrea McClellan	Manager -T'it'q'et Day Care – Aboriginal Headstart	Interview
Phyllis Doss	Teacher - Xwisten Aboriginal Headstart	Interview
Lena Sangret	Language Teachers - Xwisten Aboriginal Headstart	Interview, Focus Group

Michelle Greenman	Education Coordinator – Xwisten	Interview, Book Bus Meeting
Verna Adolph	Teachers/Coordinator -Aboriginal Head Start, Xaxl'ip	Interview, Book Bus Meeting
Sherry Kane	Education Coordinator- Ts'k'wáylacw	Interview, Focus Group
Jacquie Rasmussen	Parent – Home Schooling	Interview
Shelley Oppenheim-Lecerte	Aboriginal District Principal - School District #74	Interview
Bobbilee Copeland	Instructor/Coordinator - Community Literacy Program – Open Book Tutoring, Parents on Board (Lillooet Library Assn)	Interview
Kristina John	Teacher - Gold Bridge School, S.D. #74	Focus Group
Barb Grossman	Librarian - Lillooet & Area Library Assn., Seton/Ts'alálh	Focus Group
Ginger Alec	Elder - Ts'k'wáylacw	Focus Group
Hector McDonald	Elder - Ts'k'wáylacw	Focus Group
Dave Watkins	Resident – Gold Bridge/Bralorne	Focus Group
Lois Watkins	Resident – Gold Bridge/Bralorne	Focus Group
Regan Dixon	Resident – Gold Bridge/Bralorne	Focus Group
Dave Harry	Elder - Ts'k'wáylacw	Focus Group
Marilyn S Bob	Elder - Ts'k'wáylacw	Focus Group
Della Aleck	Elder - Ts'k'wáylacw	Focus Group
Regena Zabotel	Elder - Ts'k'wáylacw	Focus Group
Charlotte Edwards	Elder - Ts'k'wáylacw	Focus Group
Harriet McDonald	Elder - Ts'k'wáylacw	Focus Group
Gary Harry	Elder - Ts'k'wáylacw	Focus Group
Fred Alec	Elder - Ts'k'wáylacw	Focus Group
Norm Leech	Board Member - Lillooet Learns	Book Bus Meeting, Interview
Monique Pallot	Executive Director - Chillaxin Youth Centre	Interview
Mary Madden	Regional Literacy Coordinator - TRU	Focus Group
Marla Desnomie	Teacher, Adult Learning Centre, School District #74	Focus Group
Mariko Kage	Board Member - Lillooet Learns	Focus Group, Book Bus Meeting
Lillian Saul	Education Coordinator - Xaxl'ip	Interview
Kelly Agar	Principal - Lillooet Secondary School	Interview
Jerry Sucharyna	Economic Development Officer - District Of Lillooet	Interview
Jane Bryson	Coordinator - Lillooet Campus, Thompson Rivers University	Interview, Focus Group
Duane Lawrence	Director of Recreation - District of Lillooet	Interview
Lori Bushill	Manager - Interior Savings Credit Union	Book Bus Evaluation Meeting
Merle Hoch	Resident – Gold Bridge/Bralorne	Focus Group
Audrey Hamilton	Resident – Gold Bridge/Bralorne	Focus Group
Scott Burns	Parent/Business Person – Gold Bridge/Bralorne	Focus Group
Michelle Nortje	Business Person – Gold Bridge/Bralorne	Focus Group
Susannah Tedesco	Coordinator - Roots Gathering/Community Garden, Úcwalmicw Centre	Interview
Doreen Whitney	Board Member (Language Immersion Camps & Youth Skills Program)- Úcwalmicw Centre	Interview
Susan James	Executive Director - Lillooet Tribal Council	Interview
Sarah Chandler	Coordinator - Restorative Justice/Alternatives to Violence	Interview(s)
Vivian Birch Jones	Board member - Lillooet Naturalist Society	Interview
Laura Rhodes	Coordinator - Living In Balance, Lillooet	Interview

	Friendship Centre	
Susan Schalles	Principal - GM Murray Elementary School	Interview
Darlene Patrick	Teacher - Kids 1 st Preschool (Recreation Centre)	Interview
Nicole Huber	Teacher - Gold Bridge Community School	Focus Group
Gerald Michel	Fisheries Manager -Xwisten	Focus Group
Carolyn Hopp	Parent - Gold Bridge Community School	Focus Group
Natasha Umpleby	Parent - Gold Bridge Community School	Focus Group
Gaspar Jack	Elder - Xwisten	Focus Group
Mary Benson	Manager - Canada Post – Gold Bridge/Bralorne	Focus Group
Shirlee Johnson	Principal - Cache Creek Elementary, School District Literacy Coordinator	Focus Group
Carl Alexander	Elder - Xwisten	Focus Group
Theresa Alexander	Elder - Xwisten	Focus Group
Vivian Jack	Elder - Xwisten	Focus Group
Shirley Edwards	Community Member – Gold Bridge/Bralorne	Focus Group
Francine Billy	Education Coordinator - Ts'alálh	Focus Group
Patty	Community Member - Ts'alálh	Focus Group
Kathy Devavanyi	Parent, - Gold Bridge Community School	Focus Group
Cindy Proudlove	Resident – Gold Bridge/Bralorne	Focus Group
Jamie Lovegren	Resident – Gold Bridge/Bralorne	Focus Group
Marilyn Charlie	Mother - Xwisten	Task Force

**What we
heard.....**

The Input

The input received has been put into a narrative form using the words and thoughts as expressed by participants. Additional material has been added to provide definition and context.

Getting to the heart of the matter

The Lillooet and area literacy plan should be all about the things that encourage a person to want to learn. Germinate the seeds that make them seek learning. Provide hope. Nurture dreams. Bring role models to the community. Increase public awareness. Be inclusive.

We need to create the space for all people to be comfortable. We need positive work, events and celebrations around which we can come together.

Provide a starting point for anyone and everyone

Provide an identifiable location to start from for those who are looking for an answer to questions like, “who can help me,” and “what do I need to do?”. We need a highly visible person at a literacy hub in the community. Someone to answer questions, who knows what is going on and who is doing what for each community.

Host a literacy tour to share information.

Provide a communication tool to enhance information sharing between organizations that support or offer programs in literacy field: newsletters, newspaper column, radio, guide, extend messages to caregivers working in-homes. Use non-text forms of communication to reach out to people who struggle with illiteracy.

Increased collaboration

There needs to be increased opportunity to collaborate and find out where the holes are – people are frequently working in isolation. We need to build capacity in the community – to dialogue, understand each other, and get along, to build. We need positive work, events and celebrations around which to come together.

Collaboration could result in goals and purpose and support from local business. Collaboration could also facilitate greater interaction between library, school, professional literacy advocates and community.

Input (cont'd)

St'át'imc language and culture is a key part of learning in Lillooet and area

The elders that participated in this process believe strongly that learning related to language and culture at a community level will return the “fun” to learning.

The communities expressed a very strong desire to continue to increase the scope and depth of language and culture learning in their communities. The teachings would include language, healing, the things they did and the how, when and why; the basics of life (cooking, cleaning), hunting, fishing, berry gathering, food storage and storytelling about older days. They visualize visiting the heritage sites, learning the history of places. The learning of the correct history of their people is of key importance. The inclusion of cultural teachers – mental, emotional, spiritual and physical – along with the use of the language is very important to the people.

Beyond the culture and language, elders from the communities expressed a deep desire for their communities to learn togetherness in work and play. Their hope is that their community members will learn to be community minded, communicate more and help one another.

Some specific ideas and needs that were expressed were:

- Cultural centre in Lillooet
- First Nations History books
- Local First Nations history incorporated into history/social studies
- More First Nations Literature
- More culturally relevant materials to be developed by the School District in cooperation with communities as well as release time for teachers to work on developing resources.
- A study on the exact demographics etc. of the current speakers
- Longer and more frequent language immersion camps for children
- Guest readers at the library for hands on St'át'imc story time activities

The loss of St'át'imcets, the St'át'imc language, as a first language is a serious obstacle then for St'át'imc people to learn English. This issue has been called by many names, but essentially it is the problem of parents and children not having a common language to discuss matters of central cultural importance. In “The Headman’s Granddaughter”, by local author and clinical counsellor Helen Sakiskanip, she calls this the *traditional language crisis*.

Input (cont'd)

Embed Literacy programming everywhere!

Undertake literacy initiatives in specific organizations or groups

- Youth centres, guides, cadets, sports teams, clubs at school
- Literacy Group/Circles (youth, elders, parents)
- Reading circles – where someone reads a book out loud. That's it!
- Book Clubs
- Literacy Mentors program
- Create a learning advocate program
- Home work clubs
- Tutors – school age and adults
- A program using a system similar to Sylvan. This program would begin with comprehensive assessment of strengths and challenges, and is tailored to individual needs with stepwise, systematic goals.
- Send practitioners out to people to provide one-to-one tutoring
- Story telling
- Skilled story time presenters
- Drop In Story time at the Library more frequently
- Increase the number of Story Times at pre-schools and home daycare centres
- Yearly summer camp at the Recreation Centre/library
- Spring family literacy picnic
- Story sacks for children
- Community Health representatives visiting homes

There is opportunity to build on what is working and established. A great example of this is the Lillooet Library system. Many ideas were brought forward to do additional programming in the library. In Tsal'álh, the desire was expressed to move the library somewhere near the school and healing centre.

The continuing increased availability of high speed internet provides possibilities of living and working in the area without having to commute or live half the year elsewhere. The rural schools in particular are seen as offering the potential for a community hub and offering computer/internet lessons.

And the Book Bus. Bring it back with a consistent schedule and dependable service. In order to do this, there must be a person who is retained by the task force to find and secure funding for this project.

Input (cont'd)

Funding

Securing stable funding is an ongoing need. Core initiatives need to be funded with less outside support. A great example is Books for Babies – this partnership involves the Credit Union, Lillooet Elks, Gold Trail Teacher’s Association, local businesses, Library and Health centres.

There needs to be a literacy fund established.

Proposed specific funding challenges that need to be addressed:

- ✓ Sufficient added funding for those established programs/services/agencies already contributing to community literacy
- ✓ Added funding for the Community Adult Literacy Program to address Adult Learning Centre supports that are needed
- ✓ Gold Bridge Community School Association needs to decide where accumulated funds will be spent
- ✓ Advocacy for additional funding for regional delivery to be provided to TRU and NVIT in identified priority areas
- ✓ Funding source for cultural teachings – targeting specific age groups
- ✓ Book bus funding.

Adults

If you want to upgrade or just learn to read – what options are there?

When adults struggle with literacy a gap is created for some children – it is intergenerational.

There needs to be collaboration and partnerships developed between TRU, NVIT, Community Literacy Programs, School District Adult Learning Centre, Lillooet Tribal Council. Needs expressed that this collaboration could work on are the following:

- Increasing relevance of courses for adult students
- Developing an increased understanding of the area’s adult learner’s needs
- Identifying needs and gaps for adult learners.
- Collectively identifying the best provider and lobbying for more programming- i.e. trades programs, additional ABE opportunities, GED courses

Input (cont'd)

- One-to-one tutoring or small group literacy support provided to programs (outside of school system) dealing with Youth at Risk.
- Improved linkages with the community, particularly agencies dealing with adult First Nations, need to be developed to assist the various adult service providers with issues other than educational.
- Provide appropriate staffing, support and resources to the Adult Learning centre.

An overall computer/technology strategy for adults is needed – could it be mobile? Be a Book bus? Be a Library? This is needed particularly for the 55+ age category.

“How to start a small business programs” that integrate literacy support in all small communities are possible.

Opportunities for learning for elders and seniors are needed

Youth (13+)

Many participants in the input process expressed the view that a lot of younger people can't read and are not interested in learning. They indicated that this can more often be true with young St'át'imc people, and may be connected to a general lack of cultural emphasis on reading, according to St'át'imc service providers.

The Chillaxin Youth centre advises it is not able to 'get to' literacy activities.

There is a need to talk about the future to interest youth.

There needs to be many more career exploration and work experience opportunities. These opportunities can build motivation by ensuring students know they are not wasting their time.

Other opportunities can provide avenues for growth:

- Úcwalmicw Players theatre troupe– a venue and a paid artistic director would ensure regular programming
- Recreation Centre would like to offer the Youth Leadership Program
- Chillaxin would like to provide more opportunities for sports in the community and to travel “out” for sports.
- Programs that build capacity around communication & consensus such as Alternatives to Violence – train younger facilitators to deliver

Input (cont'd)

Parenting and Early Learning (0-6)

There was strong input regarding the importance of parental involvement in school learning and activities. It is recognized that this involvement begins at birth and continues through to adult hood. There needs to be support for parents.

Ideas presented include:

- Literacy Outreach program for parents and children who are 0-3
- Take Parents as Literacy Supporters (PALS) program out to the communities (using the Book Bus?)
- Extend PALs into the Parents of Primary Students (POPs -Grade 1 and 2) program
- Involve parents more in the Tween program at Family Place
- Train the Trainer for the Parents on Board (4-14) program so parents can take it on themselves

School Age Children (6-13)

- Summer Camp Boost's for over 6's
- The English Language Development program needs additional planning & collaboration time.
- Ways to test Dyslexia and other learning disabilities. This would enable children to better understand and help them to manage their learning challenges.
- Breakfast Program
- Nap Rooms
- Music & arts in School
- Professional development for sign language and FASD
- Increased St'át'imcets resources and speakers in schools

Taking a Leadership Role to reducing National, Provincial, Regional, Community Wide Barriers to Learning in Lillooet and area

The shrinking population is affecting community resources. There are shortages of human resources to lead initiatives – to find funding – to organize schedules. There is an inability to get things done. Community groups need to integrate and cooperate more.

Input (cont'd)

People in small communities are called on to wear too many hats. Role conflict often results. The emotional education is weak in the area. There needs to be interventions to build capacity and teach community members how to 'give voice to' their needs and concerns.

Resources are being pooled in large centres and small population bases are starving. For example, Thompson Rivers University becoming a university has taken away from attention to regional centres.

The distance between small communities and Lillooet creates a barrier to participation in programs. There is no public transportation between communities and programs generally do not have travel funding. A solution to this barrier is needed.

The school system is seen as presenting challenges to students, families and communities.

- There is a strong belief that students are often 'pushed through' elementary school without achieving the current grade level. When these students hit high school level their lack of skills 'come home to roost' and the students drop out.
- Students have varying learning styles and the ability of teachers to effectively accommodate this diversity is questioned.
- Teachers are observed to often be "career-oriented". It was commented often that teachers need to act as "extensions of parents" with empathy, setting boundaries and building caring relationships with their students.
- There are many examples of caring, outgoing and adaptable teachers. These people should be recognized as role models in the schools by a show of parent and community appreciation. Teachers need community support and encouragement.

There is fear in the very small and most isolated of the surrounding communities of Gold Bridge, Bralorne, Seton Portage and Tsal'álh that key institutions such as the school and library will either cut services or be closed as a result of a small and declining population. There needs to be process begun (Regional District, Provincial, School District, Library and Bands) to identify opportunities for collaboration, capacity building and economic development and to assist in their implementation.

**Summary:
Community
Profile**

**Community
Inventory**

Summary – Community Profile

Please see Appendix 1 for the full Community Profile.

The study area includes the District Of Lillooet, the remote communities of Gold Bridge , Bralorne, Seton Portage and the communities of Sek’wel’wás, T’it’q’et, Ts’alálh, Ts’k’wáylacw, Xaxl’ip, and Xwísten.

The economy of this area has suffered cyclical downturns and related loss of employment in the government sector and industrial sector (forestry and mining). The economy has shown the ability to rebound to some degree, as a result of a relatively well-developed and significant government and social service sector, when compared provincially.

The District of Lillooet and SLRD Area A (Gold Bridge/Bralorne) show significant population decreases from the 2001 to 2006 Census. There is concern that the population decline in these two areas may contribute to lower resilience socially and economically.

Overall, the area has a large First Nations population. There is overall steady population growth in the area due to the growth in the young, Aboriginal population.

Knowledge of the first language, St’át’imcets is strong relative to similar knowledge in the rest of BC. The Aboriginal population in the area has very high non-completion rates for high school relative to non-aboriginal students. However statistics show that aboriginals that do move on to Post Secondary education are completing at a rate equivalent to the rest of BC in all fields.

The broad based vulnerability of early learners has dropped, showing some early signs that programs such as Head Start, Strong Start, and Summer Camps are showing some results. However, while this vulnerability has dropped it remains high, most particularly in the measure of “communication skills and general knowledge” on the Early Development Instrument.

Of particular note is the apparent ‘at risk’ population of the youth age 12-17, particularly males. Measures related to drug and alcohol use and abuse, crime for this age group and non-school completion all stand out well beyond the provincial norm and indicate this particular population very much “at risk”.

Systemic poverty and related issues stand out from statistical profiles as a key and ongoing issue for Lillooet and area. On all measures of social and economic well being, the area measures in the lower one-third of the Local Health Area's in the province and in some cases, measures among the lowest 5 in the Province.

Summary – Community Literacy Inventory (complete: Appendix 2)

Lillooet and area is served by a variety of programs, agencies and institutions that could or do deliver literacy-related programming. Beyond the specific programming, the area is fortunate to enjoy a strong, regional Library system which serves as a place of self-directed, life long learning.

What follows is a summary of the programming by age group.

Adults – Seniors - Elders

- Thompson Rivers University (currently do not offer ABE unless on contract)
- Lillooet Tribal Council
- School District #74 Adult Learning Centre
- NVIT
- Community Adult Literacy Program – Open Book Tutoring (Lillooet Library)
- Restorative Justice
- Alternatives to Violence
- Lillooet Recreation, Education and Cultural (REC) Centre
- Upper St'át'imc Language and Culture and Education Society (USLCES) – Resources and Programs
- Upper St'át'imc Language and Culture and Education Society – Language Teacher Training
- Home Library Services
- Computer Training and Access – Lillooet Library
- Readings by Authors – Lillooet Library
- Lillooet Naturalist Society – Resources and Presentations
- Living in Balance (addictions), Lillooet Friendship Centre
- Youth Skills Training – Úcwalmicw Centre
- Roots Gathering (hands on workshops) – Úcwalmicw Centre
- Community Garden and related workshops on gardening – Úcwalmicw Centre
- The St'át'imc Runner Newspaper
- The Bridge River Lillooet News

Teens – Young Adults

- Lillooet Secondary School
 - AVID (Advancement via individual determination)
 - Life Skills Program – provides job skills & work experience
 - Alternative Education – for children with significant needs for healing
 - Learner Support
 - General

- Adult Learning Centre – School District #74
- Community Literacy Program – Open Book Tutoring Program (Lillooet Library Association)
- Restorative Justice
- Chillaxin Youth Centre
- Alternatives to Violence
- Úcwalmicw Players theatre troupe
- Computer Training & Access – Lillooet Library Association
- Living In Balance – Lillooet Friendship Centre
- Youth Skills Training – Úcwalmicw Centre
- Roots Gathering – Úcwalmicw Centre

School Age (K to Grade 7)

- Lillooet Friendship Centre
 - Cultural Program
 - Tweens (Family Place)
 - Roots of Empathy (Family Place)
- English Language Development – George Murray Elementary
- Guided Reading
 - Cayoosh Elementary
 - GM Murray Elementary
 - Sk'il Mountain Community School
- Parents on Board - Community Adult Literacy Program
- Home Schooling Parents
- Lillooet Area Library Association
 - Book Bus (currently inactive/lack of funding)
 - Guest Readers
 - Summer Reading Program
- Language Immersion Camps – Úcwalmicw Centre
- Speech Language Pathology Services – School District and Independent

Early Learners – Birth to 5

- Books for Babies (Community Committee)
- Parents as Literacy Supporters (PALS): Cayoosh Elementary, G.M Murray
- Strong Start : Cayoosh Elementary
- Crane's Nest PreSchool and Daycare – Tsal'álh Band/School District
- Summer Camp Boost – Sk'il Mountain School – Tsal'álh
- Family Place (Lillooet Friendship Centre)
 - Parent/Child Mother Goose
 - Families First
 - Infant Massage
 - Infant Development Program
 - Kid's 1st Preschool (REC Centre)
- Aboriginal Headstart – Preschools & Daycare
 - Ts'k'wáylacw
 - Xaxl'íp
 - T'it'q'et
 - Xwisten
- Speech-Language Pathology services – School District, MCFD and Independent
- Various Story Times – Lillooet Area Library Association

Action Plan

Action Plan

The Task Force, in working through the community profile and inventory, identified that Lillooet and area has a solid cross section of program offerings and strong well-developed organizations. The Task Force also noted that the funding environment is very tight. While Literacy Now Implementation funding will not be available to support this plan, Literacy Outreach Coordination funding is in place for the next year.

Given this scenario, and using the broad community input, the task force identified these goals:

- Maximize the potential and capacity of all existing programming
- Through collaboration and education about literacy, improve how some programming is meeting the literacy needs of their clients
- Mitigate the impacts of reduced funding from all sources by working cooperatively to narrow gaps and meet mandates
- Develop a community culture of literacy through nurturing, advocating, and providing cultural and community-wide literacy activities and events.

The Literacy Outreach Coordinator will also provide continued coordination support for the Lytton Community Literacy Plan.

Area of Focus: Increased and ongoing collaboration in order to deliver literacy action in a comprehensive way.

The Task Force concluded that by providing some structure and resources to increase collaboration and partnership development, the broad goals of this plan could be accomplished along with the specific objectives set out in each area of focus identified.

Goal #1: Create and maintain a permanent task force in order to: get all parties involved; have open communication; increase the resource base; increase efficiency; pursue the goals of the area.

How: With the supervision and direction of the Task Force the Literacy Outreach Coordinator (LOC) will support and coordinate the task force meetings.

Resources: Existing positions and volunteers, current Legacy Now funding 10/11 for Literacy Outreach Coordination, secretarial support

When: Quarterly with possible subcommittees and special events

Goal #2: Develop and deliver an open, community-wide Literacy Open House, which could be combined or embedded within another community event, with a focus on programs and resources available to adults and parents. The Open House would include displays, a guest speaker or a storyteller venue, performances of various kinds and food.

How: The LOC and Task Force will organize and promote the event, and will involve various service providers.

Resources: Service providers, storytellers, local funders

When: Once per year

Area of Focus: Funding

Securing stable funding is an ongoing need. Core initiatives need to be funded with less outside support. An excellent example in the community is Books for Babies. This partnership involves the Lillooet Elks, the Interior Savings Credit Union, Library and Health Centres.

Goal #1: Create a sustainable area-based literacy fund whose mandate is to support the priorities identified in the Community Literacy Plan.

How:

- a) Determine the appropriate mechanism for the holding and dispersal of funds
- b) Identify method(s) to obtain funding – direct donor appeal, fundraisers, grants etc.
- c) Hire and/or train a grant writer(s) to support the creation of the fund

Resources: Task Force and Literacy Outreach Coordinator, potentially Lillooet Learns Society or Lillooet Community Foundation, Northern Development Trust Initiative, District of Lillooet

When: By September 2010

Goal #2: Identify funding sources for cultural teachings and provide this information to people, organizations and community groups so they can access funding

How: Using key community contacts such as the School District, Education Coordinators and Heritage Canada, develop and distribute a guide to accessing funding for cultural teachings.

When: By September 2010

Area of Focus: St'át'imc Language and Culture

The most frequently and strongly expressed need in the input received was for significantly increased access to engaging opportunities to learn St'át'imc language and culture. Elders and service providers consistently asserted that aboriginal literacy is the pathway for their communities to find the way to 'walk in two worlds with one spirit'.

Goal #1: Ensuring that land and place based St'át'imc Language and Cultural Immersion activities are available and accredited in the school system in and in other programs

Objective #1: Establish credit for students who participate in the Unity Ride from the School District

Objective # 2: That land-based cultural immersion for teachers, staff and other professionals are available on a regular basis.

Objective # 3 That land-based cultural learning camps are available to high school students and their teachers.

How: The Task Force and Literacy Outreach Coordinator will initiate an advocacy process with the school district to achieve the objectives listed above. The advocacy process will identify values,

agree on what would be taught and make a presentation to the School Board on what parts of the Power of Place research report are important to implement.

Resources: The Power of Place research report; School District #74 Aboriginal Principal, St'át'imc Education Authority, Upper St'át'imc Culture and Learning Society, and the St'át'imc Language and Culture Council.

When: By December 2010

Goal #2: To provide increased opportunities in the community to experience St'át'imc language and culture

Objective #1 Provide a St'át'imc cultural and language immersion program at school and public libraries

Objective #2 Provide land-based language and culturally oriented opportunities at Strong Start Centres and Aboriginal Head Start Centres

How: Provide financial assistance to support initiatives that will accomplish the objectives.

Area of Focus: Adults, Youth and Youth at Risk

Adults in Lillooet and area have some opportunities for literacy level support. The statistics for the area show low rates of high school completion and struggling adult learners. It is important for those institutions and programs serving this population to ensure the needs of adult learners with literacy needs are being met.

An additional area of concern is for the youth, particularly youth at risk, which show an alarming disconnect from learning environments. This relates to worrying statistics for youth-related crime and drug use correlate with this apparent lack of interest in learning.

Goal #1 –Undertake a consultation process with school district regarding the Adult Learning Centre to determine user satisfaction, success rates and to seek recommendations to improve service to adults and youth in the area.

How: By bringing together School District personnel, adult literacy partners and learners together in consultation.

Resources: Social Media, Group sessions, and students from other groups, Kamloops Street School

Goal # 2 – To research successful models that embed literacy practice in programs dealing with Youth and Youth at Risk. This may include teaching literacy practice to service providers and other professionals.

How: Literacy Outreach Coordinator and those in the youth /youth at risk field undertaking the exploration and develop a plan for implementation

Resources: Anne Docherty, Director of the Storytellers' Foundation in Hazelton, Coordinator of the Rural Roots Regional Peer Learning Network; Tutor Training and other related trainings

Area of Focus: Early Learning 0-6

It was found that there are programs that serve all of the populations of the area, however that some programs are under-subscribed. In addition, input indicated that there is currently no “planning” table in the Early Learning segment in Lillooet and area.

Goal #1 To increase coordination and promotion of early learning programs.

How: The Literacy Outreach Coordinator will bring the Early Learning partners together to build collaboration, build promotional tools such as a website and identify any potential gaps in programming in the area.

Resources: Family Place, the Strong Start Centre, the Lillooet and Area Library Association and the Aboriginal Head Start Centres, School District #74 Early Learning Coordinator

Goal #2 To write a beginning Statimcets pullout section for The St'át'imc Runner that makes a book that will provide support to parents.

How: The St'át'imc Runner staff and Kim Chute (Task Force member) will work together to produce the pullout section

When: July 2010

Area of Focus: Getting to the Heart of the Matter

The title of this area of focus was generated from a parent who challenged us, with this community literacy plan to touch people's hearts by inspiring renewed hopes and dreams for their lives and thereby encouraging the desire to learn. Literacy is based on cultural expression which can provide the opportunity to touch hearts and inspire!

Goal #1 : To support opportunities for participation in storytelling, theatre and writing.

Objective #1 – To foster and support the development of a monthly oral storytelling gathering in the community

Objective # 2 – To support and assist in resourcing a theatre production each year

Objective #3 – To support and encourage an annual writing competition.

How: To provide financial assistance to support initiatives that will accomplish the objective.

When: By March 31, 2011

Budget - Community Literacy Plan

May 1, 2010 to March 31, 2011

Source	Income	Cash	In-kind	Total
Legacies 2010		17,500.00		17,500.00
LALA				0.00
SD#74				0.00
				0.00
	Total Income	17,500.00	0.00	17,500.00
Organization / vendor	Expense	Cash	In-kind	Total
Lillooet Area Library Assn.	Administration	875.00		875.00
	Coordinator (LOC)	10,560.00		10560.00
	Support staff	360.00		360.00
	Meeting expenses	600.00		600.00
	Program expenses/grants	3000.00		3000.00
	Materials and supplies	705.00		705.00
	Literacy Open House	900.00		900.00
	LOC Travel	500.00		500.00
	Total Expense	17,500.00	0.00	17,500.00
	Balance			0.00
Notes				
Coordinator @ 32 hr/month for 11months @ \$30/hr= \$10,560 (approx. 7 hours/week) Support staff – notes and arrangements for meetings – 4x 6hr @ \$15/hr = \$360 Meeting expenses – food – 6 X 100 = \$600 Program expenses/grants Writing Competition \$500 Theatre Production \$1,000 Oral Storytelling \$500 Immersion @ Library \$500 Parents & Tots - Cultural Immersion \$500				