

# **The North East Saskatchewan Community Literacy Plan**

***Final Report***

***March 31, 2010***

**Submitted to:  
*SaskSmart Innovations Fund***

**Submitted by:  
*North East Community Literacy Network*  
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***North East Saskatchewan Community Literacy Project*  
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**October 1, 2009 to March 31, 2010**

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## **Summary:**

The North East Saskatchewan Community Literacy Plan was planned and delivered by the North East Saskatchewan Literacy Network which operates under the guidance of the North East Regional Intersectoral Committee.

The main objectives of the Plan were the following:

1. To raise the literacy levels of people in North East Saskatchewan by focusing on the following literacy priority areas:
  - 1.1. Family Literacy – Early Childhood Literacy, First Language Literacy and Family Literacy in First Nations communities – Cree and Saulteaux
  - 1.2. Family Literacy – Family Literacy and First Language Literacy – Focused on immigrant families
  - 1.3. Workplace Literacy – Focus on workplace essential skills
2. Increase participation in family literacy activities utilizing community development approaches, local resources and resources provided through the SaskSmart Innovations Fund
3. To support community based family literacy activities
4. To raise the level of workplace literacy of employees in the north east region
5. To educate employers and employees about workplace literacy
6. To raise the level of employer and employee awareness of the benefits of workplace literacy and to address the challenges of workplace literacy

7. To work with employers to develop a long term process or system of worker development as opposed to a short term event, in consideration of best practices from other projects
8. To plan a pilot project of workplace literacy to follow this project
9. To expand and strengthen the North East Community Literacy Network

Specific deliverables were determined within the scope of the budget.

1. Culturally relevant *Come Read With Me*/ Family Literacy tool kits to be allocated to Red Earth and Shoal Lake Daycare and Head Start, and Kinistin Family Literacy Committee
2. *Come Read With Me* facilitator training for community members from Kinistin
3. Family Literacy sessions incorporating First Nations Language and Culture will be planned and facilitated by community based child care and Maternal Home Visitor and/or Head Start Teachers at the Red Earth, Shoal Lake and Kinistin First Nation
4. Progress and process reports from *Come Read With Me*, Family Literacy- First Nations community initiatives
5. Allocation of English Family Literacy resources to immigrant families through the 'Back Pack Program' in partnership with the Tisdale and Melfort Immigration Committee
6. Allocation of first language resources to public libraries for immigrant families to borrow
7. Workplace Essential Skills presentations
8. Strategic action plan for Workplace Essential Skills
9. Evaluation report for Community Literacy Plan for North East Saskatchewan project

A Literacy Coordinator was hired on a part-time basis to develop an action plan to coordinate the activities of the partners in efforts to achieve the deliverables.

The accountable partner for the project was identified as Cumberland Regional College.

The final report will focus on each deliverable and will include the successes and strengths, challenges or weaknesses, and the sustainability of each deliverable. A final financial statement is attached.

## Deliverables:

### **1. *Culturally relevant Come Read With Me/ Family Literacy tool kits to be allocated to Red Earth and Shoal Lake Daycare and Head Start, and Kinistin Family Literacy Committee***

At the request of personnel from Prince Albert Grand Council, James Smith Cree Nation was included among the First Nation communities to receive *Come Read With Me*/Family Literacy tool kits. This made seven centres to receive support for this initiative. (Shoal Lake Daycare, Shoal Lake Head Start, Red Earth Daycare, Red Earth Head Start, James Smith Daycare, James Smith Head Start, and Kinistin Daycare.)

With significant input from First Nations personnel, reading materials appropriate for the *Come Read With Me* presentation were identified and attained for each of the centres. The tool kits contained the following:

- 17 copies of 4 books identified as appropriate for the *Come Read With Me* presentation and the First Nations setting.
- A “craft kit” including paper, scissors, glue, paints, brushes, pipe stem cleaners, markers, and other general craft needs.
- A display bookcase to facilitate display of the materials.
- Approximately 20 books of First Nation content to be used as “extra reading”.
- A collection of CD’s for each centre. The CD’s include nursery rhymes, sing-alongs, and movement activities. A CD-player is included.
- First Nation language materials. Approximately eight books in the appropriate First Nation language and two sets of First Nation songs and CD’s were obtained for each centre. Materials were required in three different First Nation languages for the seven centres.

*A copy of materials supplied to each centre is included in Appendix A*

*A copy of the First Language resources is included in Appendix B*

### **Successes and strengths:**

- 7 First Nation community centres were provided with materials required for implementation of the *Come Read With Me* program.
- Each centre was provided access to some materials in the relevant First Nation language – in print and in song.
- Significant input from the leadership into appropriate materials for each of the centres.

### **Challenges and weaknesses:**

- Limited number of First Nation language resources available in some of the required languages.

- Difficult to identify appropriate craft materials to provide for these centres which are often geographically removed from urban centres where craft materials are readily available.

**Sustainability:**

- To sustain the *Come Read With Me* program, some outlay of resources will be required. Two factors, hopefully, will assist these centres in obtaining these materials in the future. First, the success of the program will cause it to rise as a priority at the community level, and secondly, the leadership at the Prince Albert Grand Council level is committed to sustainability.

**2. *Come Read With Me* facilitator training for community members from Kinistin**

There was a previous identification of training required for the implementation of *Come Read With Me* at Kinistin. As well, with the addition of the James Smith Cree Nation Head Start and Daycare centres, there was a further need for training identified. Personnel at Red Earth and Shoal Lake had been previously trained through the activities at Prince Albert Grand Council.

As there were no training sessions scheduled, it was determined that the most appropriate approach was to host a training session in the north east. Through this session, those who required the training would be able to do so at a lesser cost of time and money. The training sessions were conducted from February 2-4, and included a one-day Introduction to Family Literacy (a prerequisite to further training) and a two-day *Come Read With Me* session. Eight individuals were able to participate. (Scheduling and family illness caused seven cancellations.) Five individuals were from the First Nation centres implementing the *Come Read With Me* program, while three individuals were from the North East Early Childhood Intervention Program.

**Successes and strengths:**

- Training provided at the more local level was cost effective from the participant perspective.
- Training was extended to others interested in the *Come Read With Me* program. The North East Early Childhood Intervention Program was a welcome participant and could see use of the program, perhaps in a modified form, in the delivery of their services to families in the north east.
- All centres participating in the delivery of *Come Read With Me* have trained personnel on staff.

**Challenges and weaknesses:**

- Scheduling and last-minute difficulties prevented others from participating.
- Frequent changes in personnel at the community level will probably require further training at periodic intervals.

**Sustainability:**

- The commitment of Prince Albert Grand Council to the program will probably facilitate further training as required.

**3. Family Literacy sessions incorporating First Nations Language and Culture will be planned and facilitated by community based child care and Maternal Home Visitor and or Head Start Teachers at the Red Earth, Shoal Lake and Kinistin First Nation**

As indicated earlier, the plan was expanded to include James Smith Cree Nation Head Start and Daycare centres.

Personnel from Prince Albert Grand Council are working with Daycare and Head Start coordinators in three communities and have adopted a plan for implementation of the *Come Read With Me* program. They are assisting the local personnel in identifying the families, advertising the program, and scheduling the sessions. They are also planning to assist in the initial session.

**Successes and strengths:**

- The leadership for implementation for the six centres in the Prince Albert Grand Council is strengthened by the support from the Early Childhood Program Developers for the Grand Council.

**Challenges and weaknesses:**

- Time has been the enemy! By the time the materials for implementation of the program have been identified, purchased, and distributed, the Project is nearing completion, and there is little time remaining to observe the effects of the implementation. Initial indications are that the strategies are working!
- Kinistin Saulteaux First Nation does not have the same support system in place. The responsibility is left with the Daycare Coordinator who is new to the position, and the Health Care Coordinator who, obviously, has a number of duties to perform. There has not been significant support from the Saskatoon Tribal Council at this time.

**Sustainability:**

- As indicated earlier, Prince Albert Grand Council personnel have committed to sustaining the program in their centres.

- Kinistin Saulteaux First Nation could use additional support in implementing the program.
- Nothing succeeds like success! If early attempts to implementation of the program are successful, the personnel responsible at each level will feel more confident in further activities.

#### **4. Progress and process reports from *Come Read With Me*, Family Literacy- First Nations community initiative**

As indicated above, the final stage of implementation is just beginning at the time of the conclusion of the Project. Early indications are that implementation is a success.

At James Smith Head Start, four sessions with parents, grandparents, or significant adults have taken place. The *Come Read With Me* sessions were well received, although attendance was not as high as hoped. The sessions were evaluated locally with the hope that ideas for improvement would be noted.

Sessions are scheduled to begin at Red Earth and Shoal Lake on March 31 and April 1. A schedule has been made, advertising is complete, and personnel from Prince Albert Grand Council will be in attendance at the first two sessions to assist and support in the presentation of the program.

Changes in personnel have made it difficult to schedule at Kinistin. The Daycare Coordinator is in a new position, and is not familiar with the program. The Literacy Coordinator is meeting with her on March 31 to familiarize her with the program and suggest how the trained personnel in the community might assist in the implementation of the program.

##### **Successes and strengths:**

- There is a successful start at implementation of the *Come Read With Me* program at James Smith, particularly in the Head Start program. The support from personnel at Prince Albert Grand Council is appreciated.
- Through the efforts of the personnel from Prince Albert Grand Council, there is a plan for implementation of the *Come Read With Me* program at Red Earth and Shoal Lake.
- There is keen interest in implementation of the program at Kinistin Day Care.

##### **Challenges and weaknesses:**

- The distance involved makes it difficult to support the program implementation at Red Earth and Shoal Lake from personnel at

Prince Albert Grand Council, and there are few local resources at these two centres.

- Personnel changes at Kinistin will make it a challenge to implement the program at Kinistin. Probably more people need training to ensure complete implementation of the program.

**Sustainability:**

- Support from Prince Albert Grand Council personnel will ensure sustainability at Red Earth, Shoal Lake and James Smith.
- “Success” will encourage further advancements in sustainability of the program.

**5. Allocation of English Family Literacy resources to immigrant families through the ‘Back Pack Program’ in partnership with the Tisdale and Melfort Immigration Committees**

In discussion with the Coordinator of Immigrant Services for north east Saskatchewan, it was determined that the “Back Pack Program” was not in need of added resources. It was felt that the volunteer efforts of the community, specifically Tisdale, were sufficient to provide the materials usually incorporated into the back pack – basic school supplies, a book, etc. As well, the needs very often depended on the characteristics of the newest immigrant family – age of children, number of children, etc.

A need that was identified, however, was to encourage and support families in the use of the local library system. A previous project had put “kits” into the libraries for use by families. These kits contained some appropriate books for children, activities for the families, and ideas on literacy development.

It was agreed, in consultation with the libraries involved, to create literacy “book bags” for new families in the community. These kits would include four things:

- Age-appropriate books for children, in English (4-6 books);
- Age-appropriate books for children, in the first language of the family (4-6 books). (For purposes of the Project, these languages were identified as Filipino for families in the Porcupine Plain area, and Russian and Ukrainian for families in the Tisdale area);
- An activity for the family, chosen to encourage family interaction; and
- Ideas to encourage activities promoting family literacy. (Laminated “idea” cards)

Sixteen kits were created for each of the libraries involved. For Porcupine Plain, all kits included Filipino materials. For Tisdale, eight included Ukrainian

language materials, and eight included Russian language materials. (A group of ladies in Porcupine Plain agreed to sew book bags for these materials.)

*A copy of the materials supplied to Porcupine Plain and Tisdale Libraries is included in Appendix C.*

**Successes and strengths:**

- A previous successful model was used as a template for creation of these book bags for distribution through the library system in two rural communities.
- The libraries, a key resource in the smaller rural communities, have a role to play in the development of early literacy skills.
- Immigrant families can feel more comfortable in their new country when able to read to their children from a book written in their first language.
- The community was involved in sewing the book bags.

**Challenges and weaknesses:**

- Children's books in foreign languages are not readily available; materials were ordered from outside Canada, and, as they are not always described in English, an element of risk is involved in determining their suitability.
- The libraries in the communities are extremely willing to cooperate in an activity of this type as it meets the needs of their local clientele; the regional or provincial library system appears less willing or able to accommodate the handling of these materials, as they are not catalogued. (The kits previously placed in the libraries cannot be shared among the libraries as the system will not pay for transportation between libraries.) As both libraries involved are a combination of school-community libraries, they have more flexibility in the handling of materials.
- As this was one of the later-developed aspects of the Project, there is little evaluation. The librarians are very supportive of the idea.

**Sustainability:**

- The control of this element of the Project is in the hands of the local librarian. While it is assumed some materials will be lost or damaged, it is hoped that the model will allow for some other community agency to supplement the program should it prove valuable.

## **6. Allocation of first language resources to public libraries for immigrant families to borrow**

The initial plan was to provide materials for the community libraries in the first language of the immigrants in the area. Upon examination, it was learned that the provincial library system has an opportunity in place for the local library to request a “block” of books in a foreign language on an inter-library loan basis. Also, in conversation with personnel at the provincial library, it was learned that there are plans to further develop the repertoire of foreign language materials. And finally, through the development of the SILS program, the opportunity will exist in the near future for library patrons throughout the province to access directly any library resource in the province. This would appear to be a more effective way of accessing foreign language materials.

Therefore, the strategy whereby this goal is to be attained has changed. The libraries will be encouraged to utilize the provincial library system to obtain “blocks” of foreign language materials. Furthermore, the libraries will be encouraged to assist their patrons in accessing foreign-language materials once the SILS program has been adopted in the region.

*A copy of the brochure supplied to Porcupine Plain Library is included in Appendix D*

Through discussions with the librarian in Melfort, it was determined that a greater need for immigrant families was a capacity to improve English-language skills. A proposal was presented by the library, and accepted by the Project, to purchase a set of ESL DVD's designed to improve English-language skills. (It was further learned that another library, utilizing other resources, has purchased Rosetta Stone for the same purpose.)

### **Successes and strengths:**

- The capacity of local libraries to meet the needs of immigrant families has been increased.
- Through the purchase of the ESL DVD's by the Project, and the use of Rosetta Stone by a neighbouring library, there can be a comparison in the future as to the value of the materials.

### **Challenges and weaknesses:**

- The capacity of the local libraries is uncertain at this time, pending the implementation of the SILS program throughout Saskatchewan.

### **Sustainability:**

- It is anticipated that the local libraries, through the SILS program, will be better able to meet the needs of immigrant families in the rural communities.

## **7. Workplace Essential Skills presentations**

Prior to making presentations in the community, an effort was made to ascertain the “readiness” of the employer base to receive the ideas proposed by workplace literacy advocates.

Discussions with local Chamber of Commerce Executive Directors indicated the probability of little interest at this time in the promotion of workplace essential skills. They felt a need for increased “awareness” of the issues involved.

A report prepared by Garven and Associates, “Employability Services in Saskatchewan”, indicated the following:

“Employers were presented with a list of potential training programs specifically designed for employer human resource development and were asked to indicate their level of interest in the programs. The level of interest was generally low, as compared to some of the other regions in the province.”

An opportunity provided by a Workplace Essential Skills Saskatchewan Initiative to support business and industry to successfully prepare low-skilled job seekers and existing low-skilled employees to gain the workplace essential skills needed for sustainable long-term employment and/or advancement was not responded to by any employers in the north east.

As well, there was uncertainty as to where local expertise might be available to assist employers in efforts to increase workplace essential skills. Local agencies were aware of the thrusts to increase workplace essential skills, but no agency perceived these efforts as a priority.

For these reasons, any effort to make presentations to employers or employer groups was subjugated by efforts to increase awareness in the work community and increase capacity to address the needs when they are seen as a priority.

Actions taken included the following:

- Information sessions and discussions with Executive Directors of the three Chambers of Commerce in the area, introducing the concept of workplace essential skills and the significance of employer action in programs designed to increase workplace essential skills.
- Provision of information to the Chambers of Commerce related to workplace essential skills. This information could be shared with members, as deemed suitable.
- Collaboration with the Melfort Chamber of Commerce in the sponsorship of a workshop designed to increase workplace skills—the Service Best workshop presented by Saskatchewan Tourism Education Council.
- An Action Plan for Workplace Essential Skills was proposed. (See below)

### **Successes and strengths:**

- Closer cooperation with Chambers of Commerce and their collaboration with the Literacy Network.

- Development of an Action Plan for Workplace Essential Skills.

**Challenges and weaknesses:**

- There appears to be little interest among employers to participate in efforts to increase workplace essential skills.
- The only network with access to employers would appear to be the local chambers of commerce. But with available resources and manpower, their efforts are limited.

**Sustainability:**

- Future efforts will depend upon the success of the implementation of the Action Plan for Workplace Essential Skills.

**8. Strategic action plan for Workplace Essential Skills**

As described above, efforts at increasing workplace essential skills in the north east could be described as sporadic. There are programs being utilized, but often others are not aware of these actions, and there may be a lack of coordination. Cumberland College offers adult education programs and ESL programming; “At Work English” has been offered in some areas; Career and Employment Services has been involved in a Workplace Essential Skills initiative in Prince Albert; a presentation on Workplace Essential Skills was done with the Nipawin Chamber of Commerce by a Cumberland College representative; and the Immigrant Services coordinator has cooperated with services provided to immigrant workers and families.

But there seems to be little effort focused on prioritizing workplace essential skills in a generic sense. Efforts would appear to be directed to support of immigrant workers and families brought into the community to meet specific skills deficits and to basic education programs designed primarily for First Nation communities. While these efforts are laudable, they do not address the need for increasing the workplace essential skills of the current workforce.

Three actions would appear to be required to address the need for workplace essential skill development in the north east.

- A “network” of “interested parties” needs to be developed. This would include the following:
  - Cumberland College – The College would probably serve as the primary “delivery mechanism” for essential skill development.
  - Careers and Employment Saskatchewan – This agency of Advanced Education, Employment and Labour would be in the forefront of identifying potential non-employed or underemployed clients and would also be aware of opportunities.
  - Chambers of Commerce – While not their primary focus, these agencies could serve as a mechanism for matching

employers with agencies providing services, such as the College or AEEL.

- Workplace Essential Skills Saskatchewan – This agency of AEEL may be one of the primary funding sources for initiatives designed to increase workplace essential skills.

*A copy of the brochures provided is included in Appendix D*

- Expertise in the area of workplace essential skills should be increased in the area. While everyone is “aware” of the issue, it does not appear on anyone’s priority. Further training of someone in the region would be advised, and others made aware of this person’s expertise.

To this end, permission was granted by SaskSmart Innovation to direct some of the funding toward facilitating the attendance of one person from Cumberland Regional College to a national conference on workplace essential skills – Workplace Literacy and Essential Skills: What Counts? And Why?

- In general, there needs to be increased funding to encourage employers to devote their resources to “on-the-job” activities designed to increase workplace essential skills.

#### **Successes and strengths:**

- There is an increased understanding among some of the major partners in efforts to enhance workplace essential skills – Chambers of Commerce, Cumberland Regional College, and AEEL (Career and Employment Services and Workplace Essential Skills Saskatchewan).
- There is agreement among the partners to continue to communicate on the issue of workplace essential skills.
- An individual from Cumberland Regional College is funded to attend a national workshop on workplace essential skills, and will be in an improved position to provide leadership in the north east.

#### **Challenges and weaknesses:**

- There is little understanding in the employer or employee community on the need to enhance workplace essential skills. Employers will probably be challenged by the resources required to initiate programs to enhance workplace essential skill development.
- “Delivery” partners have many other responsibilities and priorities; it will be a challenge to move workplace essential skills higher on their priority lists.
- The model for continuous learning is not prevalent in the workplace.

### **Sustainability:**

- For the immediate future, the impetus for enhancing workplace essential skills will probably need to come from the service partners – Cumberland College, Career and Employment Services, Workplace Essential Skills Saskatchewan with the assistance of the local chambers of commerce.
- Workplace essential skills has been elevated on the priority list of some of the key partners in the field, and greater expertise has been created through in-service of one of the key personnel in the north east.
- When a workplace project is identified and supported, hopefully its success will encourage others to avail themselves of opportunities to enhance workplace essential skills.

## **9. Evaluation report for Community Literacy Plan for North East Saskatchewan project**

A final report was prepared by the Literacy Coordinator, in collaboration with the Project Manager and the Chair of the Northeast Community Literacy Network.

The report includes a summary of the activities of the Project during its six-month duration. Where possible, it incorporates evaluative information provided by the recipients of the services provided or individuals involved in the delivery of those services. Since some of the programs took the six months to arrange, there has been little opportunity to do an evaluation at the “final” stage of delivery.

*A copy of the Evaluation Questionnaire is included in Appendix E*

Copies of the Evaluation Questionnaire were circulated to all participants in the Community Literacy Network. Generally, only those directly involved in the Project responded to the call for evaluation. To date, seven responses were received. As two of the significant initiatives are in still being completed, these evaluations may be coming in later.

A summary of the responses and comments are included below:

### *What were positive aspects of the Literacy Plan?*

- “strengthened network”; “new partners were engaged in the network”; “increased network links”
- “increased awareness of the challenges of low literacy”; “helped provide the ‘big picture’ of literacy – birth to workplace literacy”; “awareness of area needs”
- “built capacity within the region to address literacy issues”
- “workshop/training within the region”; information on accessing funding”
- “a literacy coordinator is necessary to coordinate aspects of the literacy plan”; “we had a skilled Literacy Coordinator who really contributed to the success of the project”

*What elements of the Literacy Plan were less than satisfactory, in your opinion?*

*-“short term”; shortage of time limited ability to improve literacy levels, particularly in area of addressing workplace literacy”; “not nearly enough time to develop relationships with employers/employees, build an understanding and awareness of workplace literacy, and develop an action plan to address the issue”*

*-“sustainability”; “community interaction”; “funding for projects”*

*-“local availability of products”*

*What are your suggestions for improvement?*

*-“support for ongoing work of Literacy Network”; “sustain the Network”; “maintain training/network within the region”*

*-“need to keep ‘literacy components’ in programming within the communities ‘visible’”*

*What opportunities for future activities in the field of literacy do you see as important for the North East Literacy Network?*

*-“workshops and training”*

*-“help communities and programs access funding”*

*-“maintain a literacy coordinator”*

*-“health literacy”*

*-“more training for employers re workplace literacy issues”*

*-“use Early Development Instrument (EDI) to raise awareness of developmental trajectories and importance of investing early”*

On a 5-point scale -- 1 (No Value) to 5(Very Valuable) – the average score is 4.8.

#### **Successes and strengths:**

- All participants who responded to the Evaluation Questionnaire were very positive, with positive comments and suggestions for improvement and further activities.

#### **Challenges and weaknesses:**

- Many elements of the Project took more time than anticipated prior to delivery of the final elements. Therefore, it has been difficult to evaluate the final stages of the Project.
- The remote nature of some of the communities has made it difficult to visit these communities to directly observe the final stages of the Project.
- Circumstances have interfered or delayed implementation of some of the elements of the program – weather, illness and death, scheduling conflicts, for example.

#### **Sustainability:**

- There is no plan for further evaluation by the Project.
- Elements of the Project will be evaluated, formally or informally, at the site of program implementation, and decisions will be made on continuation of these programs. For example, Early Childhood Program Developers with the Prince Albert Grand Council will be monitoring the implementation of the *Come Read With Me* program

at Red Earth, Shoal Lake, and James Smith First Nations, and assist with continuation activities; the communities of Tisdale and Porcupine Plain will monitor the success of the “book bags” for immigrant families and, if deemed worthy, will seek other support for their continuation.

While not defined in the proposal, other notable “deliverables” include the following:

#### **10. Expanded and strengthened North East Community Literacy Network.**

For the duration of the Project, all members of the Network were invited to attend meetings where the activities of the Project were discussed, and circulated on developments as the Project developed.

Attendance at Project meetings (3) ranged from 6-12 individuals related to the Project.

Two new members were included in the Project and the Community Literacy Network at their request. A third contact was made, and is interested in the Project, but has been unable to attend meetings to date.

A complete list of members and contacts is attached.

As a result of discussions with two of the new members, needs were identified which were quite evidently related to Family Literacy. Due to some budgetary surplus as a result of greater in-kind support, these needs were incorporated into the activities of the Project.

Specifically, the Project was able to include staff from the North East Early Childhood Intervention Project in the training for Family Literacy and *Come Read With Me*. In addition, when the Project learned of the involvement of NEECIP in family literacy activities with First Nation people, it was agreed to supply some First Nation language materials for the program.

A second new member, TACACL (The Good Food Box), delivers an extensive Family Literacy program, and the Project was able to supply some family literacy resources for a continuing program – *Health Parents and Healthy Babies Family Literacy Program*.

Also, as a result of reassignment of resources, the Project was able to respond to a request for financial assistance for a program operated by KidsFirst, the *Books for Babies* Program, which provides books for all newborn babies and their families in the north east.

*A list of the local Project contacts is included in Appendix F*

*A list of websites on various literacy topics is included in Appendix G*

*A list of Books for Babies sites is included in Appendix H*

*A list of materials provided for the Health Parents and Healthy Babies Family Literacy Program is included in Appendix H*

**Successes and strengths:**

- Very close collaboration with some of the partners in the implementation of the Project.
- Increased collaboration between some of the partners – an essential element for sustainability.
- Identification of other Family Literacy programs in the region. The Project was able to support some of the programs directly, and able to bring them into the Network.
- Sustained interest and support by some of the Network partners even if they were not involved directly in the Project

**Challenges and weaknesses:**

- “Partnership” became an evolving issue; earlier identification of activities of some of the partners might have resulted in further collaboration.
- Many of the personnel involved in the partnerships have other duties. This, sometimes, presented difficulties in scheduling meetings and activities.

**Sustainability:**

- The Northeast Community Literacy Network will continue to operate after the completion of this Project. There is an increased understanding of the issues of literacy.

**11. Increased awareness of literacy issues in the north east.**

With the cooperation of the editor of *The Northeast Sun*, nine articles were printed\* over the six month period of the Project. The purpose was to increase awareness in the communities of the north east on literacy. Topics included the following:

*Myths and Truths About Literacy in Canada and the Northeast*  
*Literacy Issues Being Noticed Across the Northeast*  
*Connections Between Literacy and Essential Workplace Skills*  
*Math Skills Are Part of Necessary Literacy Requirements*  
*Literacy Important With Seniors*  
*Family Literacy Day on January 27*  
*Literacy Issues Being Identified in Northeast*  
*Literacy a Big Part of Staff Retention*

*Copies of these articles are include in Appendix I*

*\* As of March 31, the ninth article had not yet appeared in the Northeast Sun.*

At the invitation of the Regional Intersectoral Committee, a presentation was made. The presentation mainly centred on the issue of workplace literacy and workplace essential skills, and a lively discussion followed.

A presentation was also made at the Melfort and District Planning Committee, concentrating on the program as it pertains to the community of Melfort, with specific references to the Workplace Literacy – Workplace Essential Skills component of the Project.

**Successes and strengths:**

- Nine aspects of literacy were brought to the attention of the readership of *The Northeast Sun*. Over 27 000 copies of the newspaper is distributed throughout the service area, reaching over 70 communities.
- The individuals and agencies in attendance at the Regional Intersectoral Committee meeting were more completely informed on the issues of workplace literacy and workplace essential skills and the issues identified in addressing these issues in this region of the province.
- The presentation to the Melfort and District Planning Committee was received well, and a lengthy discussion followed.

**Weaknesses and challenges:**

- While every newspaper article invited individuals to respond to the issue, no responses were received. Several personal comments were made to the writer, all positive.

**Sustainability:**

- There is no plan to sustain the publication of newspaper articles.
- The Regional Intersectoral Committee will continue to monitor literacy issues in the north east.

**FINANCIAL STATEMENT - The North East Saskatchewan Community Literacy Project**

<b>Expenditure Item</b>	<b>In Kind</b>	<b>In Kind- Actual</b>	<b>Budget</b>	<b>Expenses</b>
Salaries and Benefits	\$3,600.00	\$1,400.00	\$22,000.00	\$18,200.00
Family Literacy				
Family Literacy -First Nations				
<i>Come Read With Me</i>			\$9,000.00	\$12,120.28
FN Language Materials				\$573.18
Partner/Community Facilitation	\$4,500.00	\$5,800.00		
Kids First and <i>Books     for Babies</i>				\$2,402.57
Healthy Parents and Health Babies				\$943.42
<i>Come Read With Me</i> Training	\$4,800.00	\$6,000.00	\$1,500.00	\$2,152.00
Elder Honoraria			\$600.00	
Family Literacy - Immigrant Families				
Tisdale - Book Bags	\$450.00	\$300.00	\$2,800.00	\$2,154.66
Porcupine Plain - Book Bags				\$2,063.06
Melfort - ESL DVD's				\$634.14
SLN Conference Registration	\$1,800.00	\$1,800.00	\$1,800.00	\$1,350.00
Workplace Literacy				\$1,150.00
Workplace Essential Skills Workshop			\$1,000.00	\$3,000.00
Regional Workshop (See note below)				\$2,000.00
Travel, Meals, Hotel				
Coordinator			\$3,000.00	\$1,538.88
Project Management	\$2,160.00	\$1,080.00		
Communication				
Newspaper Ads			\$3,000.00	\$297.06
Printing	\$100.00	\$100.00		
Facilities				
Office Space		\$5,000.00	\$5,000.00	
FL Sessions	\$900.00	\$900.00		
Training/Meeting	\$150.00	\$900.00		
Equipment				
Telephone			\$1,000.00	\$240.00
Computer, printer, copier, etc.	\$1,800.00	\$1,800.00		
Misc				\$19.29
Training Materials				
Paper			\$100.00	
Refreshments			\$500.00	\$119.53
Administration Fee				
Cumberland Regional College			\$3,700.00	\$3,700.00
	\$20,260.00	\$25,080.00	\$55,000.00	\$54,658.07

# The North East Saskatchewan Community Literacy Plan

## Notes on Financial Statement

The Financial Statement attached is an estimate, as of March 31, of the financial affairs related to the Project. As some invoices are in process, a Final Report will not be available for a few weeks.

A final report will be available, if required, from Leslee Serack at Cumberland Regional College, the Financial Agent for the Project.

As noted in the Summary on the preceding page, a sum of monies has been set aside for two purposes:

- \$3000 has been designated towards the attendance of Jackie Masich, Cumberland Regional College at a Workplace Essential Skills Workshop in Montreal. This was done with the permission of Brett Waytuck from the Literary Office.
- \$2000 is set aside for a Regional Workshop related to Workplace Essential Skills to be conducted following the return of Jackie Masich from the national Workshop. Attendees could include personnel from Cumberland Regional College (i.e. Training Consultants with the Business and Industry Division, and other if deemed appropriate), personnel from Careers and Employment Saskatchewan, personnel from the local Chambers of Commerce (Melfort, Tisdale and Nipawin), personnel from Workplace Essential Skills Saskatchewan, and employers.

# **APPENDICES**

**Appendix A:** *Come Read With Me* materials provided to each Day Care and Head Start Centre involved in the project

**Appendix B:** First Nation language materials provided to each Day Care and Head Start Centre involved in the project

**Appendix C:** Immigrant Family materials provided in book bags distributed through Tisdale Public Library and Porcupine Plain Public Library

**Appendix D:** Brochure distributed through Porcupine Plain Public Library on library services – in the Filipino language

*Workplace Essential Skills* brochure

**Appendix E:** Evaluation Questionnaire

**Appendix F:** Contacts for members of the North East Community Literacy Project

**Appendix G:** Website contacts for literacy

**Appendix H:** *Books for Babies* sites

Materials provided for *Healthy Parents and Health Babies Family*

*Literacy Program*

**Appendix I:** Articles published in *The Northeast Sun*

**Appendix A:**

*Come Read With Me* materials provided to each Day Care and Head Start Centre involved in the project

## **North East Community Literacy Project**

### **Resources supplied to James Smith Head Start and Daycare Programs**

17 copies of the following books were provided to the programs; the programs were to determine which materials were more appropriate for each of the programs.

*My Kokum Called Today*  
*Two Pairs of Shoes*  
*My Little Sister Ate One Hare*  
*A Very Hungry Caterpillar*  
*Brown Bear, Brown Bear, What Do You See?*  
*Leo, the Late Bloomer*  
*We're Going On A Bear Hunt*  
*Red Parka Mary*

In addition, a copy of several books (17 or 18) from Eaglecrest Books were distributed, and a copy of *Pow Wow's Coming*.

Several books written in Plains Cree from Saskatchewan Indian Cultural Centre were distributed.

The "Craft Kits" distributed to each of the Day Care and Head Start included the following items:

Book Display Stand  
CD Player and Cassette Recorder  
7 or 8 CD's to be shared by the two programs  
Modelling Compound  
Construction Paper  
Fingerpaint Paper  
Tempera Paint  
Paint Brushes  
Disposable Containers for paint, etc.  
Crayola Markers (Classpack)  
Pipe Stem Cleaners (1000)  
Paper Plate (2 sizes)  
Toothpicks  
Jute  
Craft Sticks (1000)  
Scissors  
Glue Stick (12)  
Glue (6)  
Stapler and staples

## **North East Community Literacy Project**

### **Resources supplied to Kinistin Head Start Program**

17 copies of the following books were provided to the programs.

*My Kokum Called Today*  
*Mama, Do You Love Me?*  
*Just a Walk*  
*Pow Wow's Coming*

In addition, a copy of several books (17 or 18) from Eaglecrest Books were distributed.

Several books written in the Saulteaux language from Saskatchewan Indian Cultural Centre were distributed.

The "Craft Kits" distributed to each of the Day Care and Head Start included the following items:

Book Display Stand  
CD Player and Cassette Recorder  
7 or 8 CD's  
Modelling Compound  
Construction Paper  
Fingerpaint Paper  
Tempera Paint  
Paint Brushes  
Disposable Containers for paint, etc.  
Crayola Markers (Classpack)  
Pipe Stem Cleaners (1000)  
Paper Plate (2 sizes)  
Toothpicks  
Jute  
Craft Sticks (1000)  
Scissors  
Glue Stick (12)  
Glue (6)  
Stapler and staples

## North East Community Literacy Project

### Resources supplied to Red Earth Head Start and Daycare Programs

17 copies of the following books were provided to the programs; the programs will determine which materials are more appropriate for each of the programs.

*My Kokum Called Today*  
*Two Pairs of Shoes*  
*My Little Sister Ate One Hare*  
*A Very Hungry Caterpillar*  
*Brown Bear, Brown Bear, What Do You See?*  
*Leo, the Late Bloomer*  
*We're Going On A Bear Hunt*  
*Red Parka Mary*

In addition, a copy of several books (17 or 18) from Eaglecrest Books were distributed, along with a copy of *Pow Wow's Coming*.

Several books written in Swampy Cree from Saskatchewan Indian Cultural Centre were distributed.

The "Craft Kits" to be distributed to each of the Day Care and Head Start programs include the following items:

Book Display Stand  
CD Player and Cassette Recorder  
7 or 8 CD's to be shared by the two programs  
Modelling Compound  
Construction Paper  
Fingerpaint Paper  
Tempera Paint  
Paint Brushes  
Disposable Containers for paint, etc.  
Crayola Markers (Classpack)  
Pipe Stem Cleaners (1000)  
Paper Plate (2 sizes)  
Toothpicks  
Jute  
Craft Sticks (1000)  
Scissors  
Glue Stick (12)  
Glue (6)  
Stapler and staples

## North East Community Literacy Project

### Resources supplied to Shoal Lake Head Start and Daycare Programs

17 copies of the following books were provided to the programs; the programs will determine which materials are more appropriate for each of the programs.

*My Kokum Called Today*  
*Two Pairs of Shoes*  
*My Little Sister Ate One Hare*  
*A Very Hungry Caterpillar*  
*Brown Bear, Brown Bear, What Do You See?*  
*Leo, the Late Bloomer*  
*We're Going On A Bear Hunt*  
*Red Parka Mary*

In addition, a copy of several books (17 or 18) from Eaglecrest Books were distributed, along with a copy of *Pow Wow's Coming*.

Several books written in Swampy Cree from Saskatchewan Indian Cultural Centre were distributed.

The "Craft Kits" to be distributed to each of the Day Care and Head Start programs include the following items:

Book Display Stand  
CD Player and Cassette Recorder  
7 or 8 CD's to be shared by the two programs  
Modelling Compound  
Construction Paper  
Fingerpaint Paper  
Tempera Paint  
Paint Brushes  
Disposable Containers for paint, etc.  
Crayola Markers (Classpack)  
Pipe Stem Cleaners (1000)  
Paper Plate (2 sizes)  
Toothpicks  
Jute  
Craft Sticks (1000)  
Scissors  
Glue Stick (12)  
Glue (6)  
Stapler and staples

**Appendix B:**

First Nation language materials provided to each Day Care and Head Start Centre

## North East Community Literacy Project

### First Nation Language Resources Supplied to Head Start and Daycare Programs

The following materials, available from Saskatchewan Indian Cultural Centre, were provided to the Programs in the appropriate First Nation language, when available:

*I Can*  
*I Can Hear*  
*I Can Wear*  
*I Can See*

*Tell Me, Tell Me*  
*What Are You Doing?*  
*Inside, Outside, Upside Down*  
*White Cat*

<i>Cree Songs - CD – MacDonald</i>	Available in Plains Cree, only
<i>Cree Songbooks – MacDonald</i>	Available in Plains Cree, only
<i>Cree Songs Songbook</i>	Available in Plains Cree and Swampy Cree
<i>Cree Children's Songs - CD</i>	Available in Plains Cree, only

**Appendix C:**

Immigrant Family materials provided in book bags distributed through  
Tisdale Public Library and Porcupine Plain Public Library

**Tisdale Public Library -- Book Bags for Immigrant Families**

**1 UKR**      **Carl, Eric**                      **The Very Hungry Caterpillar**  
                 **DK**                                      **Hippity Hop Peekaboo**  
                 **Dodd, Emma**                      **Dog's Noisy Day**  
                 **Rosetti-Shustak, B.**              **I Love You Through and Through**  
  
                 *Let's Go To Work*                      Ukrainian Language  
                 *The Littlest One*                      Ukrainian Language

**Activities**

**Jumbo Knob Puzzle**  
**Picnic Basket Fill and Spill**

**2 UKR**      **Bockol, Leslie**                      **Baby Animals**  
                 **Brown, Margaret**                      **Goodnight Moon**  
                 **Johnston, Jan**                      **Wrapped In Love**  
                 **Martin, Bill and E. Carle**              **Brown Bear, Brown Bear, What Do You**  
  
**See?**  
  
                 *Bursunsul and Paskualina*              Ukrainian Language

**Activities**

**Jumbo Knob Puzzle**  
**Pattern Blocks**  
**Peg Puzzle**

**9 RUS**      **Boynton, Sandra**                      **Barnyard Dance**  
                 **Daddo, Andrew**                      **Goodnight, Me**  
                 **Hopgood, Tim**                      **Wow! Said the Owl**  
                 **Learning Tabs**                      **First Words**  
  
                 *The Littlest One*                      Russian Language  
                 *Let's Go To Work*                      Russian Language

**Activities**

**Flower Pot Fill and Spill**  
**Pattern Blocks**  
**Jumbo Knob Puzzle**

**10 RUS**      **Bockol, Leslie**  
**Boynton, Sandra**  
**Dodd, Emma**  
**Learning Tabs**

**In the Garden**  
**The Going to Bed Book**  
**Dog's Colourful Day**  
**Shapes**

*Bursunsul and Paskualina*      Russian Language

**Activities**

**Peg Puzzle**  
**Basic Skills Board**

**3 UKR**      **Barrie, J. M.**  
**Carle, Eric**  
**Henkes, Kevin**  
**Seuss, Dr.**

**Peter Pan**  
**The Grouchy Ladybug**  
**Chrysanthemum**  
**I Can Read With My Eyes Shut**

*Ronny*      Ukrainian Language  
*Oranges for Everyone*      Ukrainian Language

**Activities**

**Number Bean Bags**  
**Alphabet Art Puzzle**  
**Counting Fun Fruit Bowl**

**4 UKR**      **Bellefontaine, Kim**  
**Fox, Mem**  
**Gilman, Phoebe**  
**Grimm Brothers**

**ABC of Canada**  
**Ten Little Fingers and Ten Little Toes**  
**Jillian Jiggs and the Secret Surprise**  
**Snow White**

*The Doll That Flew Away*      Ukrainian Language  
*The Dark*      Ukrainian Language

**Activities**

**Sandwich Making Set**  
**Magnetic Wooden Numbers**  
**Counting Cookies**

11 RUS	<b>Bockol, Leslie</b> <b>Fuge, Charles</b> <b>Martin, B. and J. Archambault</b> <b>Sobel, June</b>	<b>The Five Senses</b> <b>The Terrible Greedy Fossifoo</b> <b>Chicka Chicka Boom Boom</b> <b>Shiver Me Letters: A Pirate ABC</b>
	<i>Ronny</i> <i>Andy's Cherry Tree</i>	Russian Language Russian Language

**Activities**

**Number Bean Bags**  
**Counting Fun Fruit Bowl**  
**Hi Ho Cheery-O**

12 RUS	<b>Dodd, Emma</b> <b>Freeman, Don</b> <b>Rosen, Michael</b> <b>Cronin, Doreen</b>	<b>ABC Dog</b> <b>Corduroy</b> <b>We're Going On A Bear Hunt</b> <b>Giggle, Giggle, Quack</b>
	<i>The Doll That Flew Away</i> <i>The Dark</i>	Russian Language Russian Language

**Activities**

**Counting Cookies**  
**Magnetic Wooden Numbers**  
**Sandwich Making Set**

5 UKR	<b>Awdry, W.</b> <b>Langonegro, Melissa</b> <b>Perrault, Charles</b> <b>Seuss, Dr.</b> <b>Seuss, Dr.</b>	<b>The Great Race</b> <b>Friends Forever</b> <b>Cinderella</b> <b>The Cat In the Hat</b> <b>Green Eggs and Ham</b>
	<i>The Doll's Nose</i> <i>Andy's Cherry Tree</i>	Ukrainian Language Ukrainian Language

**Activities**

**Scrabble Junior**

**6 UKR**      **Anderson, Hans Christian**      **The Little Mermaid**  
**Hoff, Syd**      **Adventures of Danny and the Dinosaur**  
**Langonegro, Melissa**      **Old, New, Red, Blue!**  
**Ryland, Cynthia**      **Annie and the Snowball**  
**Watt, Melanie**      **Scaredy Squirrel**

*To Have A Dog*      Ukrainian Language  
*Dorothy and the Glasses*      Ukrainian Language

**Activities**

**Guess Who?**

**13 RUS**      **Bailey, Linda**      **Stanley's Party**  
**Ericson, Anton**      **Whales and Dolphins**  
**Garfield, Valerie**      **Adventures of Harold and His Friends**  
**Redbank, Tennant**      **Beck's Bunny Secret**  
**Weston, Martha**      **Jack and Jill and Big Dog Bill**

*The Doll's Nose*      Russian Lanaguage  
*Andy's Cherry Tree*      Russian Language

**Activities**

**Scrabble Junior**

**14 RUS**      **Boelts, Maribeth**      **Dogerella**  
**Forier, Elise**      **Endangered Animals**  
**Sams, C. R. and J. Stoick**      **Stranger In the Woods**  
**Willems, Mo**      **Don't Let the Pigeon Drive the Bus**  
**Willson, Sarah**      **Man Sponge Saves the Day**

*To Have A Dog*      Russian Language

**Activities**

**Frog Pond Fractions**

7 UKR Donnelly, Judy  
Grassy, John  
Marshall, Stephen A.  
Stilton, Geronimo  
Stilton, Geronimo  
Weldon Owen Pty

**The Titanic: Lost ... and Found**  
**Insects**  
**Insects A to Z**  
**The Curse of the Cheese Pyramid**  
**I'm Too Fond of My Fur!**  
**The Wonders Inside: Bugs and Spiders**

*A Mango For Grandpa*  
*The Icicle*

Ukrainian Language  
Ukrainian Language

**Activities**

**Yahtzee**

8 UKR Goodman, S. and M.  
McCallum, Arnot  
Resnick, Jane P.  
Stilton, Geronimo  
Stilton, Geronimo

**Motorcycles**  
**Eanie Meanie Hate Zucchini**  
**Spiders**  
**A Fabumouse School Adventure**  
**The Karate Mouse**

*Moush Wants To Get Lost*  
*You Are A Really Good*  
*Friend Of Mine*

Ukrainian Language  
Ukrainian Language

**Activities**

**Scrabble**

15 RUS Redbank, Tennant  
Resnick, Jane  
Stilton, Geronimo  
Stilton, Geronimo  
Tallarico, Tony

**Pixie Hollow Paint Day**  
**Wolves**  
**Field Trip to Niagara Falls**  
**The Mysterious Cheese Thief**  
**Search and Find**

*A Mango For Grandpa*  
*The Icicle*

Russian Language  
Russian Language

**Activities**

**Connect 4**

16 RUS      **Brusatte, Steve**                      **Field Guide to Dinosaurs**  
                 **Dixon, Dougal**                      **The Ultimate Guide to Dinosaurs**  
                 **Marzollo, Jean**                      **Soccer Sam**  
                 **Stilton, Geronimo**                      **The Search for Sunken Treasure**  
                 **Stilton, Geronimo**                      **Valley of the Giant Skeletons**

*Moush Wants To Get Lost*

Russian Language

*You Are A Really Good Friend*

Russian Language

**Activities**

**Sorry!**

- 1      **Carl, Eric**                      **The Very Hungry Caterpillar**  
       **DK**                                **Hippity Hop Peekaboo**  
       **Dodd, Emma**                   **Dog's Noisy Day**  
       **Rosetti-Shustak, B.**           **I Love You Through and Through**

**Dalawang Puyo**                      Filipino Language

**Activities**

**Fish Bowl Fill and Spill**  
       **Jumbo Knob Puzzle**  
       **Peg Puzzle**

- 2      **Bockol, Leslie**                   **Baby Animals**  
       **Brown, Margaret**               **Goodnight Moon**  
       **Johnston, Jan**                   **Wrapped In Love**  
       **Martin, Bill and E. Carle**      **Brown Bear, Brown Bear, What Do You See?**

**Si Juan Langgam**                    Filipino Language

**Activities**

**Insect Fill and Spill**  
       **Peg Puzzle**  
       **Jumbo Knob Puzzle**

- 3      **Boynton, Sandra**                  **Barnyard Dance**  
       **Daddo, Andrew**                  **Goodnight, Me**  
       **Hopgood, Tim**                   **Wow! Said the Owl**  
       **Learning Tabs**                   **First Words**

**Gilay Gulay**                          Filipino Language

**Activities**

**Jumbo Knob Puzzle**  
       **Beginner Pattern Blocks**  
       **Basic Skills Board**

- 4**      **Bockol, Leslie**  
**Boynton, Sandra**  
**Dodd, Emma**  
**Learning Tabs**
- In the Garden**  
**The Going to Bed Book**  
**Dog's Colourful Day**  
**Shapes**
- Sina Popoy**                      **Filipino Language**
- Activities**  
**Basic Skills Board**  
**Peg Puzzle**
- 5**      **Barrie, J. M.**  
**Carle, Eric**  
**Henkes, Kevin**  
**Seuss, Dr.**
- Peter Pan**  
**The Grouchy Ladybug**  
**Chrysanthemum**  
**I Can Read With My Eyes Shut**
- Sandosenang Sapatos**              **Filipino Language**  
**Si Palandok**                      **Filipino Language**
- Activities**  
**Lace and Trace Pets**  
**Alphabet Art Puzzle**  
**Hi Ho Cheery-O**
- 6**      **Bellefontaine, Kim**  
**Fox, Mem**  
**Gilman, Phoebe**  
**Grimm Brothers**
- ABC of Canada**  
**Ten Little Fingers and Ten Little Toes**  
**Jillian Jiggs and the Secret Surprise**  
**Snow White**
- My First Book of Tagalog Words**              **Filipino Language**  
**Ang Bagong Kaibigan ni Bing Butiki**              **Filipino Language**
- Activities**  
**Number Bean Bags**  
**Counting Cookies**  
**Lace and Trace Shapes**

- 7      **Bockol, Leslie**                      **The Five Senses**  
        **Fuge, Charles**                        **The Terrible Greedy Fossifoo**  
        **Martin, B. and J. Archambault**      **Chicka Chicka Boom Boom**  
        **Sobel, June**                            **Shiver Me Letters: A Pirate ABC**

**Filipino Friends**                              Filipino Language  
**May Mga Lihim kami Ni Lola**          Filipino Language

**Activities**

**Lace and Trace Farm Animals**  
**Counting Fun Fruit Bowl**

- 8      **Dodd, Emma**                              **ABC Dog**  
        **Freeman, Don**                            **Corduroy**  
        **Rosen, Michael**                        **We're Going On A Bear Hunt**  
        **Cronin, Doreen**                        **Giggle, Giggle, Quack**

**The Magic of Apo Mayor**                      Filipino Language  
**Filipino Children's Favorite Stories**      Filipino Language

**Activities**

**Magnetic Wooden Numbers**  
**Alphabet Art Puzzle**  
**Sandwich Making Set**

- 9      **Awdry, W.**                                      **The Great Race**  
        **Johnson, B. and S. McKay**              **About Dogs**  
        **Langonegro, Melissa**                      **Friends Forever**  
        **Perrault, Charles**                        **Cinderella**  
        **Seuss, Dr.**                                    **The Cat In the Hat**  
        **Seuss, Dr.**                                    **Green Eggs and Ham**

**Alamat ng Lamok**                              Filipino Language  
**Tutubi Patrol, #1**                              Filipino Language  
**Tutubi Patrol, #2**                              Filipino Language

**Activities**

**Scrabble Junior**

- 10**     **Anderson, Hans Christian**     **The Little Mermaid**  
**Hoff, Syd**     **Adventures of Danny and the Dinosaur**  
**Langonegro, Melissa**     **Old, New, Red, Blue!**  
**Ryland, Cynthia**     **Annie and the Snowball**  
**Watt, Melanie**     **Scaredy Squirrel**

**Pan de Sal Saves the Day**     Filipino Language  
**Tutubi Patrol, #3**     Filipino Language  
**Tutubi Patrol, #4**     Filipino Language

**Activities**

**Guess Who?**

- 11**     **Bailey, Linda**     **Stanley's Party**  
**Cronin, Jana**     **About Space**  
**Ericson, Anton**     **Whales and Dolphins**  
**Garfield, Valerie**     **Adventures of Harold and His Friends**  
**Redbank, Tennant**     **Beck's Bunny Secret**  
**Weston, Martha**     **Jack and Jill and Big Dog Bill**

**Tutubi Patrol, #5**     Filipino Language  
**Tutubi Patrol, #6**     Filipino Language  
**Tutubi Patrol, #7**     Filipino Language

**Activities**

**Frog Pond Fractions**

- 12**     **Barrett, Judy**     **Cloudy With A Chance of Meatballs**  
**Boelts, Maribeth**     **Dogerella**  
**Pfister, Marcus**     **Adventures of Rainbow Fish**  
**Sams, C. R. and J. Stoick**     **Stranger In the Woods**  
**Willems, Mo**     **Don't Let the Pigeon Drive the Bus**  
**Willson, Sarah**     **Man Sponge Saves the Day**

**Tutubi Patrol, #8**     Filipino Language  
**Tutubi Patrol, #9**     Filipino Language  
**Tutubi Patrol, #10**     Filipino Language

**Activities**

**Frog Pond Fractions**

- 13     **Donnelly, Judy**  
**Grassy, John**  
**Marshall, Stephen A.**  
**Stilton, Geronimo**  
**Stilton, Geronimo**  
**Weldon Owen Pty**
- The Titanic: Lost ... and Found**  
**Insects**  
**Insects A to Z**  
**The Curse of the Cheese Pyramid**  
**I'm Too Fond of My Fur!**  
**The Wonders Inside: Bugs and Spiders**
- Lola Basyang**  
**Oh Mateo, #1**  
**Oh Mateo, #2**
- Filipino Language  
Filipino Language  
Filipino Language
- Activities**  
**Sorry!**
- 14     **Goodman, S. and M.**  
**McCallum, Arnot**  
**Resnick, Jane P.**  
**Stilton, Geronimo**  
**Stilton, Geronimo**
- Motorcycles**  
**Eanie Meanie Hate Zucchini**  
**Spiders**  
**A Fabumouse School Adventure**  
**The Karate Mouse**
- Dagohoy**  
**Oh Mateo, #3**  
**Oh Mateo, #4**  
**Oh Mateo, #5**
- Filipino Language  
Filipino Language  
Filipino Language  
Filipino Language
- Activities**  
**Connect 4**
- 15     **Redbank, Tennant**  
**Resnick, Jane**  
**Stilton, Geronimo**  
**Stilton, Geronimo**  
**Tallarico, Tony**
- Pixie Hollow Paint Day**  
**Wolves**  
**Field Trip to Niagara Falls**  
**The Mysterious Cheese Thief**  
**Search and Find**
- Lakas and the Manilatown Fish**  
**Oh Mateo, #6**  
**Oh Mateo, #7**
- Filipino Language  
Filipino Language  
Filipino Language
- Activities**  
**Scrabble**

**16**    **Brusatte, Steve**                    **Field Guide to Dinosaurs**  
         **Dixon, Dougal**                    **The Ultimate Guide to Dinosaurs**  
         **Marzollo, Jean**                    **Soccer Sam**  
         **Stilton, Geronimo**                **The Search for Sunken Treasure**  
         **Stilton, Geronimo**                **Valley of the Giant Skeletons**

**A First Look at Philippine Fishes**                    Filipino Language  
**A First Look at Philippine Flowers**                Filipino Language  
**Oh Mateo, #8**    Filipino Language  
**Oh Mateo, #9**    Filipino Language  
**Oh Mateo, #10**                                         Filipino Language

**Activities**  
         **The Game of Life**

**Appendix D:**

Brochure distributed through Porcupine Plain Public Library on library services – in  
the Filipino language

*Workplace Essential Skills* brochure

**Appendix E:**

Evaluation Questionnaire

# The North East Saskatchewan Community Literacy Plan

## *An Evaluation Questionnaire*

Please complete the questionnaire and return to:  
Garnet Davis, Literacy Coordinator  
Box 6500  
Melfort, Saskatchewan S0E 1A0  
Or Fax to (306)752-6168

### **1. Involvement**

- a. Were you or your agency involved directly in the activities of the North East Saskatchewan Community Literacy Plan?
  
  
- b. If so, what part of the Plan?

### **2. Feedback**

- a. What were positive aspects of the Literacy Plan?
  
  
  
  
- b. What elements of the Literacy Plan were less than satisfactory, in your opinion?
  
  
  
  
- c. What are your suggestions for improvement?

### **3. What opportunities for future activities in the field of literacy to you see as important for the North East Literacy Network?**

### **4. Evaluate the program, as you understand it, on the following scale:**

**1** \_\_\_\_\_ **2** \_\_\_\_\_ **3** \_\_\_\_\_ **4** \_\_\_\_\_ **5**  
No value                      Some value                      Quite valuable                      Very valuable

**Appendix F:**

Contacts for members of the North East Community Literacy Project

# **North East Saskatchewan Community Literacy Project**

## ***Significant Contacts – Personal and Organizational***

### **Literacy – General**

#### **Saskatchewan Literacy Network**

**Marilyn Stearns**

**Family Literacy Coordinator**

#### **Northeast Regional Intersectoral Committee**

**Brenda Ives**

**Coordinator**

#### **Cumberland Regional College**

**Linda Kerslake**

**Manager, Adult Basic Education/Literacy**

#### **Metis Nation Eastern Region II**

**Helene Johnson**

**Regional Director**

#### **The Northeast Sun**

**Greg Wiseman**

**Editor**

#### **North East School Division**

**Theresa Rederburg-deBoth**

**Laurie Parbst**

**Coordinator, Integrated School Services**

**Curriculum Coordinator**

### **Family Literacy – General**

#### **Good Food Box**

**Cheryl Gudmundson**

**Coordinator, Tisdale**

#### **KidsFirst**

**Myrna Soonias**

**Regional Coordinator**

#### **North East Early Childhood Intervention Program (NEECIP)**

**Lynda Stromme**

**Executive Director**

### **Family Literacy – First Nations**

#### **Prince Albert Grand Council**

**Lena Burns**

**Michelle Johnson**

**Early Childhood Program Developer**

**Early Childhood Program Developer**

**Shoal Lake First Nation**  
Theresa Whitecap  
Ruth Bear  
Edith Flett  
Myra Kitchener

**Principal**  
**Health Director**  
**Head Start Coordinator**  
**Daycare Coordinator**

**Red Earth First Nation**  
Maxine Whitecap

**Head Start/Daycare Coordinator**

**James Smith First Nation**  
Cheryl Sanderson  
Cathy Marion

**Head Start Coordinator**  
**Daycare Coordinator**

**Kinistin Saulteaux First Nation**  
Charlene Lumberjack  
Lillian Nippi  
Rachel Thomas  
Bobbi Gray

**Health Director**  
**Daycare Coordinator**  
**Head Start Coordinator**  
**Education Director**

### **Family Literacy – Immigrant Families**

**Immigrant Services**  
Ruth Howes

**Regional Coordinator**

**Melfort Immigration Committee**  
Ali Tote

**Chairman**

**Melfort Public Library**  
Penny Markland

**Branch Librarian**

**Tisdale Public Library**  
Isabel Hankins-Wilk

**Branch Librarian**

**Porcupine Plain Public Library**  
Joanne Yacyshyn

**Branch Librarian**

**Cumberland Regional College**  
Candace Biro

**ESL Instructor, Porcupine Plain**

### **Workplace Literacy – Workplace Essential Skills**

**Melfort Chamber of Commerce**  
Candis Harper

**Executive Director**

**Tisdale Chamber of Commerce**  
**Joely Kidd**                      **Executive Director**

**Nipawin Chamber of Commerce**  
**Cindy Murphy**                      **Executive Director**

**Nipawin Representative Workforce**  
**Cliff Rose**                      **Coordinator**

**Career and Employment Services, Advanced Education Employment and Labour**  
**Laura Smith**                      **Manager**

**Cumberland Regional College**  
**Valerie Mushinski**                      **CEO and A/Manager, Business and Industry**  
**Jackie Masich**                      **Training Consultant**

**Workplace Essential Skills Saskatchewan (WESS), Advanced Education Employment and Labour**  
**Danelle Reiss**                      **Coordinator**

**Appendix G:**

Website contacts for literacy

# **North East Saskatchewan Community Literacy Project**

## *Significant Contacts – Electronic Media*

### **General**

**Canadian Council on Learning**

<http://www.ccl-cca.ca>

**National Institute for Literacy**

<http://www.nifl.gov>

**Literacy Alberta**

<http://www.literacyalberta.ca>

**Literacy BC**

<http://www2.literacy.bc.ca>

**The Moose Jaw Literacy Network**

<http://www.nald.ca/mjln>

**The Prince Albert Literacy Network**

<http://www.nald.ca/paln>

**Read Saskatoon**

<http://www.readsaskatoon.com/>

**Saskatchewan Literacy Network**

<http://www.sk.literacy.ca>

**Movement for Canadian Literacy**

<http://literacy.ca>

**The Centre for Literacy of Quebec**

<http://www.centreforliteracy.qc.ca/>

**ABC Canada Literacy Foundation**

[www.abc-canada.org](http://www.abc-canada.org)

**NALD@Work**

<http://www.naldatwork.ca>

## **Family Literacy**

**ABC Canada Literacy Foundation**

[www.abc-canada.org](http://www.abc-canada.org)

**Action for Family Literacy Ontario**

<http://www.aflo.on.literacy.ca>

**Saskatchewan Aboriginal Literacy Network**

<http://www.aboriginal.sk.literacy.ca>

## **Workplace Literacy**

**Workplace Essential Skills Saskatchewan (WESS)**

<http://www.aeel.gov.sk.ca/wess>

**Workplace Basic Skills.com**

<http://www.workplacebasicskills.com>

**Workplace Education Manitoba**

<http://www.wem.mb.ca/>

**The Conference Board of Canada – Education and Learning**

[www.conferenceboard.ca/topics/education](http://www.conferenceboard.ca/topics/education)

**The Conference Board of Canada – Workplace Literacy Central**

<http://www2.conferenceboard.ca/workplaceliteracy>

**Human Resources and Skills Development Canada – Essential Skills**

[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

**Human Resources and Skills Development Canada – Tool Kit**

[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/toolkit.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/toolkit.shtml)

**Human Resources and Skills Development Canada – Office of Literacy and Essential Skills (OLES)**

[http://www.hrsdc.gc.ca/en/workplaceskills/oles/olesindex\\_en.shtml](http://www.hrsdc.gc.ca/en/workplaceskills/oles/olesindex_en.shtml)

**How Do Your Skills Measure Up?**

<http://measureup.towes.com>

**Score Card for Skills.com**  
[www.scorecardforskills.com](http://www.scorecardforskills.com)

**The Alliance of Sector Councils**  
<http://www.councils.org/en>

**Sask Trends Monitor**  
<http://sasktrends.ca>

**Saskatchewan Tourism Education Council**  
<http://www.stec.com>

**Sask NetWork**  
<http://www.sasknetwork.gov.sk.ca>

**Service Canada – Education and Training**  
<http://servicecanada.gc.ca>

**Appendix H:**

*Books for Babies sites*

Materials provided for *Healthy Parents and Health Babies Family Literacy Program*

**Books For Babies Project - Resources**  
**North East Community Literacy Project**  
**March, 2010**

**Tisdale Books For Babies** ~ Partners: Kids First Regional, Public health, Library, Ministerial. Cheque payable to Tisdale Community Library  
Mail to Tisdale Community Library, Box 2499, Tisdale, S0E 1T0

25 - *Baby Animals* by Leslie Bockol x 7.50 = \$187.50 x .05 = \$9.38 Tax = \$196.88

25 - *Mr. Brown Can Moo! Can You?* By Suess x \$6.50 = \$162.50 x .05 = \$8.13 Tax = \$170.63

Total \$196.88 + \$170.63 = **\$367.51**

**Porcupine Plain Books For Babies** ~ Partners: Kids First Regional, Public health, Library. Cheque payable to Porcupine Plain Public Library  
Mail to Porcupine Plain Public Library, Box 162, Porcupine Plain, S0E 1H0

20 - *Baby Animals* by Leslie Bockol x 7.50 = \$150 x .05 = **\$157.50**

**Nipawin Books For Babies** ~ Partners: Kids First Regional, Public health, Library. Cheque payable to Nipawin Books For Babies.  
Mail to Nipawin Public Health, Box 389, Nipawin, S0E 1E0

70 - *Brown Bear, Brown Bear, What do you see?* By Eric Carle x \$8.95 = \$626.50 x .05 = \$31.33 Tax = **\$657.83**

**Melfort Books For Babies** ~ Partners: Northeast Saskatchewan Parent Education Association. Cheque payable to Northeast Saskatchewan Parent Education Association  
Mail to Florence Lalonde, Box 6500 S0E 1A0

70 - *Brown Bear, Brown Bear, What do you see?* By Eric Carle x \$8.95 = \$626.50 x .05 = \$31.33 Tax = **\$657.83**

**Hudson Bay Books For Babies** ~ Partners: Primary Health Provider Team  
Cheque payable to Joan Litzenberger.

Mail to Hudson Bay Public Health office, Box 940, S0E 0Y0

20 - *Brown Bear, Brown Bear, What do you see?* By Eric Carle x \$8.95 = 179.00 x .05 = **\$187.95**

**Total request for funds: \$2028.62**

***Healthy Parents and Health Babies Family Literacy Program***  
**Materials provided by North East Community Literacy Project**

<b><u>Copies</u></b>	<b><u>Author</u></b>	<b><u>Title</u></b>
5	Boynton, Sandra	<i>Barnyard Dance!</i>
5	Boynton, Sandra	<i>But Not the Hippopotamus</i>
5	Boynton, Sandra	<i>Moo, Baa, La La La!</i>
3	Boynton, Sandra	<i>Night-Night, Little Pookie</i>
5	Boynton, Sandra	<i>Opposites</i>
5	Boynton, Sandra	<i>Snuggle Puppy!</i>
5	Carle, Eric	<i>The Very Hungry Caterpillar</i>
5	Chase, Edith et al	<i>The New Baby Calf</i>
5	Christelow, Eileen	<i>Five Little Monkeys Jumping On the Bed</i>
2	Martin, Bill Jr. et al	<i>Baby Bear, Baby Bear, What Do You See?</i>
5	Martin, Bill Jr. et al	<i>Brown Bear, Brown Bear, What Do You See?</i>
5	Martin, Bill Jr. et al	<i>Polar Bear, Polar Bear, What Do You Hear?</i>
5	Raffi	<i>Wheels On the Bus</i>
20	Millis, Paulette	<i>Cook Your Way to Health</i>
3	Millis, Paulette	<i>Eat Away Illness</i>
2	Millis, Paulette	<i>What Your Doctor Doesn't Tell You About Foods</i>

**Appendix I:**

Articles published in *The Northeast Sun*