# Development of a "Wholistic" Accountability Framework for the Native Literacy Stream

# Final Report

# Peterborough Action Research Team

## Acknowledgements

# Introduction

**Context**

The project manager and lead researcher of the Peterborough Action Research Team (ART) have twenty-one years of combined experience working in Ontario Literacy and Basic Skills (LBS), Native stream.[1] As colleagues and trainers of twenty-six Native literacy programs in Ontario, we have seen and heard about many performance-related issues in our sister programs, including:

- ➢ programs being placed on probation
- ➢ programs being taken over by mainstream sponsors
- ➢ sponsors giving up on programs
- ➢ reductions in the funding of program core budgets

We hypothesized that these issues were fundamentally connected to non-compliance with funding accountability requirements and the ripple effects of not meeting performance measures. We were concerned about Native literacy programs' accountability record with Ontario's literacy funder, the Ministry of Training, Colleges and Universities (MTCU). However, we were also aware of a number of serious challenges faced by Native literacy programs: Funding, resources and staff are in short supply, while community support and appreciation of the value of the programs are limited.

In relation to accountability in particular, staff struggle to articulate what they do well and what needs work within their programs. They have difficulty using the required reporting forms and employing MTCU terminology in discussing their programs.[2] It seems that they can tell "the story" about what they do and how well it works for the learners, but cannot fit into the template provided by MTCU.

**Research Question**

The Peterborough ART was determined to find a better way to help Native literacy staff capture their successes and challenges. We hypothesized that an alternative, more appropriate accountability framework would enable Native Literacy programs to better articulate, demonstrate and discuss with their field consultants how they strive to meet the funder's standards, the improvements that need to be made to the program and the potential obstacles to making those improvements.

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[1] There are four streams of adult literacy in Ontario: Anglophone, Francophone, Deaf and Native

[2] In current practice, the *MTCU's Program Monitoring Report,* the main form that captures and evaluates program performance*,* is sent out in advance of the site visit for completion by the program coordinator if time allows. Most often, it is filled in at the site visit by the field consultant, who asks to see or hear proof of certain standards being met.

The alternative framework, to be developed as part of the *Connecting the Dots: Improving Accountability in the Adult Literacy Field in Canada* (CtD) project, would serve a number of functions:

➢ interpret ministry terminology
➢ explain why the ministry requires information
➢ provide opportunities for telling Native literacy program "stories"
➢ suggest other practical uses of the information gathered (for instance, the data could be used when reporting about program results and challenges to Chief and Council or to the Board of Directors of the Friendship Centre)

To produce the new accountability framework or Tool, the Peterborough ART would adapt the *Program Monitoring Report* (*PMR*) used by MTCU.

## Project Goals

The goal of this initiative was to make it easier for Native literacy programs to describe and discuss their activities at site visits. Our Tool is designed to allow programs to explain the context within which they operate. We were confident that an adaptation of the *PMR*, along with training for the participating programs in its use, would lead to improved documentation of program performance. Potential outcomes included:

➢ an improved understanding by Native literacy providers of MTCU accountability expectations
➢ a better understanding of *PMR* terminology
➢ greater confidence in articulating the work being done
➢ stronger evidence of compliance with funder regulations

Our conception of what we wanted to achieve aligned directly with the goals 2 and 3 of the CtD project which were to:

➢ develop a common language between the community and government/funders to talk about accountability
➢ build on this knowledge and use the language to develop innovative models that can satisfy the needs and requirements of both providers and funders and improve accountability in positive ways

## Project Challenges

*Satisfying Three Levels of Governance*
There are three levels of governance to consider and satisfy on a reserve. The proposed Tool therefore needed to provide ways for coordinators to tell their stories and share this information with:

➢ MTCU field consultants at program monitoring visits (Ministry)
➢ the Chief and Council or the Friendship Centre Board of Directors at regular reporting intervals (Sponsor)
➢ the Community/Learners — at presentations or open house events

1 — The Ministry (the core funder)

The "core" funding from MTCU requires accountability that is spelled out in the contract and guidelines.[3] Core funding is about $50,000 annually, which is insufficient to cover all program costs. Programs thus depend on additional support, from sponsors, i.e. the Band or Friendship Centre.

2 — The Sponsor (the secondary funder)

The Band or Friendship Centre support the program by providing physical space and logistical support, including supplies, technology support and bookkeeping/payroll services. Administrative fees collected from the program by the sponsor do not cover all costs. Often, in exchange for local support, another level of accountability and/or expected service is placed on the literacy coordinator.

Accountability expected by the Band is often quite different from what is laid out in MTCU's Literacy and Basic Skills (LBS) guidelines. For example, a literacy worker under a Friendship Centre sponsorship must participate in joint activities, such as fundraisers, front-desk duty, responding to community needs, or closing down at the same time as all other programs. If not in line with LBS-defined services, these activities can place a program's funding in jeopardy. At the same time, however, unless the practitioner complies with Band in Council Resolutions he/she can be replaced. Additionally, elections on reserve are held every two years, so the key players keep changing.

3 — Community and Learners

The community expects programs to be accountable to its needs, which may differ from what the other two levels of governance require. The community elects Chief and Council and can have a strong influence on them when it comes to what happens at the local program level. For example, during the summer many community people want to enrol their children in Native literacy programs so their skills can be improved or maintained. However, funding is for *adult* literacy and cannot support a summer school for children. If the program does not offer what the community expects, complaints are made to Chief and Council or the Band Administrator. As a result, program workers might be required to offer the services demanded by the community even though these cannot be delivered using LBS funding.

*Assuring Cultural Relevance*

One of our importance concerns with *PMR* was that it did not take into account culture, which is a critical component of a Native literacy program. From our communications with Native literacy providers and as trainers in the field, we knew that these programs support positive outcomes for Aboriginal learners that were often missed when funders looked at activities and outcomes solely using the *PMR*.

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[3] Appendix B provides a list of the requirements set out for Literacy and Basic Skills Programs funded under MTCU.

In searching for culturally relevant performance measurements, we investigated the Aboriginal public education field and the research of David Bell and George Fulford.[4] Bell and Fulford led teams in 2004 and 2007 that studied Aboriginal School success. The participating schools in the Bell and Fulford studies were located in Aboriginal communities, were Aboriginal run and supported, and their focus was on education delivered with active community involvement.  Although Native literacy programs are *not* schools, the learners refer to our programs as their schools and communities consider us to be alternative schools. For these reasons, we decided that it was appropriate to apply some of Bell and Fulford findings to our project.

Using data gathered in twenty school settings across Canada, Bell and Fulford compiled *Eight Key Indicators of Successful Aboriginal Schools*. These include:

> ➢ Governance and Leadership
> ➢ School Climate
> ➢ Curriculum/Programs
> ➢ Teaching/Learning
> ➢ Aboriginal Language
> ➢ Culture and History and
> ➢ Assessment for Learning and Outcomes.

Comparing these indicators and the *PMR,* we noted similarities, including the assessment categories used by each. However, we also noted the absence of several of the indicators from the *PMR*. The focus and activities of many of the Native literacy programs address the missing indicators but there is no opportunity to report on them using the *PMR.*

The *PMR* examines program accountability within the following categories:

> ➢ Administrative and Financial Accountability
> ➢ Program Delivery – Assessment, Training Plans, Training, Follow up
> ➢ Community Links – Information and Referral, Local Co-ordination, Partnerships
> ➢ Learners' Feedback

Significantly, there are *no categories for Aboriginal Language, Culture and History.*

**The ART Tool**
Our adapted accountability framework method, hereafter referred to as the ART Tool, blends the eight Indicators identified by Bell and Fulford with the *PMR*'s categories:

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[4] David Bell et al (2004), *Sharing Our Success: Ten Case Studies in Aboriginal Schooling*, Society for the Advancement of Excellence in Education/SAEE (Kelowna, BC), and George Fulford (2007), *Sharing Our Success: More Case Studies in Aboriginal Schooling*, Society for the Advancement of Excellence in Education/SAEE (Kelowna, BC).

| Bell and Fulford's 8 Key Indicators of Aboriginal School Success | PMR Categories |
|---|---|
| Governance and Leadership | Administrative and Financial Accountability |
| Assessment for Learning<br>Teaching and Learning | Program Delivery |
| Culture and History, Curriculum | Some Native literacy programs embed culture and history within the outcomes learners must achieve in the reading, writing, and numeracy domains.  Programs are not assessed for addressing this topic on the MTCU form. |
| Programs, School Climate | Community Links/Learners' Feedback |
| Aboriginal Language | No comparable category.  MTCU does not fund Aboriginal language literacy. |

MTCU places Administrative and Financial Accountability at the top of the list on the *PMR* and the accompanying checklists for this category encompass most of the Report's pages. We hypothesized that this is the area where many of our programs fall short, not only in performing the required activities of this category but also in:

➢ articulating the situations that hinder performance or success
➢ identifying steps toward improving in the administrative/financial area,
➢ finding solutions (methods, time, human resources) to help effect timely improvements

The ART Tool allows programs to describe the ways in which they are accountable to the multiple stakeholders to whom they report:  the funder (MTCU), the sponsor (Chief and Council or Friendship Centre Board of Directors), and the community/learners.  We developed sections within the ART Tool (See Appendix C) that explain the terminology being used and provide suggestions on how the programs can demonstrate that they have delivered what the funder is looking for.  Other sections encourage the literacy coordinator to describe all support received by the program. This includes in-kind support, such as space provided by the community.  At program monitoring time (often a period of stress for the coordinators), the written reminders in the ART Tool remind the coordinator to report contributions from all stakeholders and the accompanying expectations that might accompany such contributions.

**Project Participants**

To all of the following, *Chi Meegwetch* for your contributions!

*Participating Programs*
Wasauksing Adult Learning Centre
Moosonee Native Literacy Program
Chippewas of Georgina Island Native Literacy
Ken Das Win Native Learning Centre

*Team Members and Duties*
*Lead Researcher — Karen McClain*
  ➢ drafted the literature review on Successful Aboriginal Schools (Bell 2004 and Fulford 2007)
  ➢ applied the Eight Key Success Indicators to the *PMR* in order to draft the ART Tool
  ➢ visited programs (all four initial visits) and facilitated sharing circles
  ➢ trained the participants in the use of the ART Tool
  ➢ drafted the final report
  ➢ liaised with the Research Friend
  ➢ reported to the Board of Directors on project progress

*Research Assistant/Project Manager — Pat Powell Owen*
  ➢ worked with the Lead Researcher on developing the ART Tool
  ➢ consulted with the CtD Project Manager at all stages of the project
  ➢ consulted with Ministry representative and Research Friend
  ➢ organized initial visits to programs; visited two programs three times; two programs twice
  ➢ consulted with the Lead Researcher on findings and best ways to present them
  ➢ provided hands-on support at program visits and email/phone support to program staff between visits
  ➢ wrote monthly reports and submitted invoices to the Project Manager
  ➢ redrafted and finalized the final report

*Research Friend — Susan Hardie*
  ➢ offered consultation and advice regarding releases for photos and intellectual property
  ➢ offered feedback at all steps of the project — initial, interim, final
  ➢ provided samples of logic models, photo releases, research briefs

*Funder Representative  — Harold Alden*
  ➢ offered feedback on use of the *PMR*

*Administrative Assistant — Angela Wynne*
  ➢ assisted with office coverage while researchers were on program visits

*Front Desk/Tech Support — Bryant Owen*
  ➢ set up return visits to programs
  ➢ provided tech support, including photo formatting and map development

# Project Summary

**Programs Selected**

We hoped to enrol four programs in our research. Using an email invitation that included a quick overview of our project's purpose, we invited eight programs known to us that were delivering LBS on reserve. The first three to respond were selected. We also included Moosonee, which is not a First Nation but experiences similar challenges because of isolation. The literacy needs of Moosonee are unique and over 90% of the population is Aboriginal.

All four of the programs receive approximately $50,000.00 annually from MTCU. There are no other sources of funding coming into the programs except for *significant* in-kind support from the First Nation or Friendship Centre sponsor that can be valued at $10,000 to $20,000 a year. In-kind support includes space for the program, a computer technician, receptionist, central phone system, etc…

When we first visited, two of the programs had fewer than five learners and one had no learners at all. Learner recruitment and retention was a key concern of all of these program workers as the programs were in non-compliance with Ministry requirements on the number of participants and hours needed to maintain core funding. The fourth program had a participation rate of eight learners per day. These learners were picked up and dropped off, and coordinator also provided lunch. The community is spread out and apparently this was the only way the coordinator was able to get the learners to come and stay for any length of time. Money for their transportation and meals came from the Band.

Most learners were working on communication skills, cultural studies, computer basics and numeracy. Learners' goals included continuing their education and training, or becoming self-employed. All tutoring was provided one-on-one or in small groups, at least three days per week. Some evening small group work was also provided at one program.

**Site Visits**

During the first site visit to the four programs we:

➢ introduced our research project
➢ reviewed the draft ART Tool and trained participants on using it throughout the project and after the research ended
➢ engaged the Native literacy program sponsors (Chiefs and Councils, Friendship Centre Executive Directors) and communities as well as the literacy staff through the facilitation of Sharing Circles[5]provided "give back"[6]

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[5] A sharing circle may be used in Aboriginal organizations and gatherings to gain each person's perspective. There are no right or wrong answers, Each participant has something to bring and the circle configuration provides encouragement to do so.
[6] *Giving back* is a cultural, mannerly response to those who have given something to us. Program staff and other stakeholders gave us a great deal by agreeing to participate in the

There was also ongoing support from ART members between visits through telephone and email check-ins. Assistance given to the programs was mainly administrative in nature. Examples of assistance include, help in producing forms to capture contact time; explanations of processes, database operation, management practices and sharing learner and volunteer recruitment ideas.

**Summary of Activities**
- Four programs participated in the research.
- Two programs were visited three times each, one was visited twice, and one was visited once between September 2008 and June 2009.
- Three programs fully engaged in the process. The fourth program decided not to remain in the project because it felt that it had a full understanding of accountability and was fully supported by all levels of governance, i.e. the funder, the local band and the community.
- Eighty-seven contacts were made by email or telephone between visits to assist the programs with questions related to accountability, set up visits and follow up on suggestions made at visits.

**Working Together as a Team**

*Successes*
- Researchers and Native literacy coordinators were on the same page about the challenges of accountability processes (we are Native literacy workers ourselves).
- Researchers had an existing rapport with their literacy colleagues, so research participants quickly opened up and shared information.
- Researchers were used to juggling projects with the day-to-day work in literacy, so the additional workload this project presented was not daunting to us.
- Responses from the research friend and the CtD project manager to the researchers' questions were timely and helpful.
- All team members accepted and fulfilled their responsibilities to the benefit of the project.
- Research participants were comfortable enough to send requests for help and to ask questions that greatly assisted the research.

*Challenges*
- The needs of the participating programs were much greater than expected, necessitating extensive support between visits.
- Requests for information and documentation from the programs required several reminders.
- The extent to which the programs needed to become more accountable was underestimated. While we have no authority to do so, we felt it necessary to help

research project and by giving up several days out of their busy schedules. In return, we offered an additional day of our time at each visit to take action in areas where the program workers indicated they needed assistance in order to improve their levels of accountability with the funder.

them understand the importance of meeting Ministry standards. We worked hard to help them understand that putting the systems we suggested in place would make life easier for them, while bringing the programs into compliance with funder expectations.

➢ Increased service demands at the Peterborough Native Learning Program meant that juggling both the day-to-day literacy program tasks and ART-related work was difficult during the last four months.

➢ Questions to the research friend generated additional questions. A face-to-face meeting(s) could have helped, but she moved to another province.

➢ The funder's representative changed due to an overlap in roles.

➢ We received a request from the funder that we not make additions to the province's *PMR as* it is an official document. In an effort to comply with the request and to clarify our intent, we took a step back and devised a logic model to help describe our process and outcomes. This was shared with the funding representative and helped us stay on track. We also made adjustments to the Tool so that the participating programs would understand that it was not a replacement for the *PMR.*

➢ Some of the expectations of our funder, CtD, were unclear or were revised when work had already been completed, for example, the outline for this report.

➢ Attending scheduled teleconferences with the other four ARTs to provide updates was not always possible because of time constraints. Sometimes the other projects did not join the calls and it felt more productive to do the check-in/updates directly with the CtD's project manager.

**Collaboration between Team and Funder**

There was not large-scale collaboration with the funder during the Peterborough ART project, but we believe there will be other opportunities post-project to share and implement the Tool within the Native stream of literacy.

As mentioned earlier, the funder expressed concerns about the adaptation of an official government form, the MTCU *PMR.* By the end of the project, it was clear to all involved that the tool we created is a support document to be used in conjunction with the *PMR.* The Ministry representative has indicated that our Tool has the potential to assist the programs with interpreting what the Ministry is looking for.  He has endorsed the use of our Tool, commenting that:

> *The tool provides constructive suggestions that will help Native stream agencies to recognize and to present evidence of responsive and flexible LBS delivery in their communities. It provides the guidance that agencies (would) need.*[7]

Our hope is that the programs will have the Tool at their fingertips at monitoring time to help them remember to speak to the successes and challenges of their programs. Programs may use it to identify areas of improvement and strength, aiding in future

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[7] Quote from Harold Alden, Senior Policy Analyst, MTCU and Funder Representative, Peteroborough ART. Excerpt from email to Peterborough ART project manager of September 9, 2009.

planning processes, and/or to form the basis of reports to other stakeholders. Field consultants who have visited the participating programs told us they have noticed positive changes related to accountability.

## Accomplishments

> *The Peterborough ART Tool helped the programs improve their understanding of funder accountability, how to use the PMR and why and how MTCU collects data in the designated categories.* Previously, many of the Native Literacy staff did not understand the terminology or the rationale behind the requirements spelled out in the MTCU's *PMR*. Consequently, they had difficulty complying with the regulations.

> *Increased understanding by community members* about Native literacy services. We discovered through the Sharing Circles at the first meetings that the community members and, in two cases, the direct supervisors of the programs, did not have a full understanding of what Native literacy programs can offer. Many had never made a referral to the program because they thought it was for non-readers. The impression of the community representatives is that First Nation members know how to read so they do not need Native literacy services. This certainly provided one explanation for the small number of learners enrolled in two of the programs. It also demonstrated to us how much work needs to be done in terms of promoting greater public awareness of the broader definition of literacy training and what Native literacy programs have to offer.

> *Greater confidence and improved communication with Ministry staff* in talking about their work. Native literacy workers expressed that they had more knowledge now of what was expected, why it was expected and how to describe their work.[8] Three of the four told us they were reticent to talk about missing targets with the funder. The program staff came to realize that, as long as they had a viable plan in place to *begin* to address the shortfalls, their communication with the field consultant could be positive.

> *The ideas we shared with programs about learner recruitment and raising the programs' profiles in the communities are bringing positive results.* At the outset of the project, all ART participant programs were falling short of meeting the contact hours and number of learners required by the funder. We saw positive changes in this area over the course of the project: By the end of the data collection period (end of June 2009), we heard from two of the participating programs that they believe they are well on their way to meeting MTCU targets for numbers and hours.

> *The field consultants' own awareness has been raised regarding the complexities of operating Native literacy programs* on reserve and in isolation. Two field consultants shared that they noticed that the attitude and understanding of the Native literacy program staff toward the required visits and monitoring tools changed significantly. One of these field consultants wondered what we had done at our research visit to

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[8] project manager's notes from ART Impact Follow Up Visit, February 2009.

produce such a difference in the confidence level of the literacy coordinator].[9] The other voiced an appreciation for the context within which the Native literacy coordinator works: "I had no idea there were so many demands on [the literacy coordinator] from the community and that the number of learners who would come was so limited."[10]

> *The field consultants who monitor the programs involved in this study see the value of having someone trusted by the Native literacy field who is also well versed in the accountability requirements of the funder visit the programs to assist with questions and offer practical help.* The Ontario Native Literacy Coalition has tried to offer such services online and the results were negligible. Native literacy staff respond more positively to meeting face-to-face within their programs and communities. Our visits with phone and email follow-ups confirmed this.


**Team Learning**

During the course of the project, we learned that:
> The programs operate in an environment where opportunities for referral and outreach are very limited (two are located on islands). These programs also have limited resources (staff, materials, Internet access, software, etc…). Program coordinators maintain that these factors account, in part, for the low numbers and lack of interest.
> The participants were working very hard but not efficiently because they didn't know where to ask for certain pieces of information that would help them with their administrative responsibilities and accountability.
> Program coordinators can be called away for days at a time to address a sponsor group or community need. They are pulled in many different directions. They worry about acknowledging this situation to the Ministry, preferring to say nothing, which is a problem.
> Sponsors and communities expect the Native literacy program to address culture, history and language, and do not understand why program funding cannot be used for this. Coordinators therefore find themselves in a bind.

As a result of this learning, we:
> devised innovative, community-appropriate strategies to help increase participant numbers and contact hours
> revised the ART Tool to reflect what the programs reported to us about in-kind support and activities that they are expected to engage in (some of this information was new to us)
> *really listened* and put aside preconceived ideas that we thought would help bring the programs in line with funder expectations

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[9] Comment made by a field consultant by telephone to the project manager after a site visit, November 2008.
[10] Comment made by a field consultant to the project manager at a discussion at the ONLC's Fall Conference in Keene, ON, Nov. 2008

➢ encouraged literacy coordinators to be more open with their field consultants, reassuring them that asking the funder for help is acceptable and in no way a sign of weakness or incompetence
➢ reminded coordinators that other people and organizations (we provided lists) are willing and *even mandated* to help, so they should reach out without hesitating

## Next Steps

We suggest that the Peterborough ART findings could alter the discussion about accountability in adult literacy in three areas:

### The need to interpret the funder's expectations
Our approach to investigating accountability, implementing an intervention through use of the ART Tool and providing practical support worked well. Our findings suggest that interpreting accountability frameworks and face-to- face assistance with meeting and/or articulating standards of accountability in the Native stream of literacy is highly beneficial. The Ontario Native Literacy Coalition (ONLC)[11] has had ongoing discussions with the MTCU about this need. The project has confirmed that the need is real.

We believe that this project can help further propel the accountability discussion if we have the opportunity to present the results to MTCU and the Ontario Native Literacy Coalition. For many years, The Coalition has seen the need for a 'field worker', but did not have actual data to support a request for MTCU funding. The project provides concrete proof that meeting face-to-face with Native stream staff to address accountability and mentoring result in benefits to both program workers *and* the funding body. We will seek out an opportunity to share our findings with both the ONLC and the Ministry, with the hope that the field worker position idea might be revisited.

### The need for practical, hands-on, community-engaged assistance in achieving accountability
With staff turnover in the Native stream an ongoing issue, a team approach to meeting performance indicators — including a representative of the sponsor group and a reliable, committed program volunteer — would be helpful. If the literacy program coordinator moves on, which frequently happens, the sponsor group can and will support the continuation of the program until such time as replacement staff can be hired. Discussion about the importance of community involvement through the Sharing Circles was opened up. There is a need for the discussion to continue and for action to occur (for example, volunteers coming forward to help the one person running the Native literacy agency).

### Expansion of the categories measuring performance to better reflect the expectations and priorities of Aboriginal communities
Indicators of success that are very important to Aboriginal people are missing from the
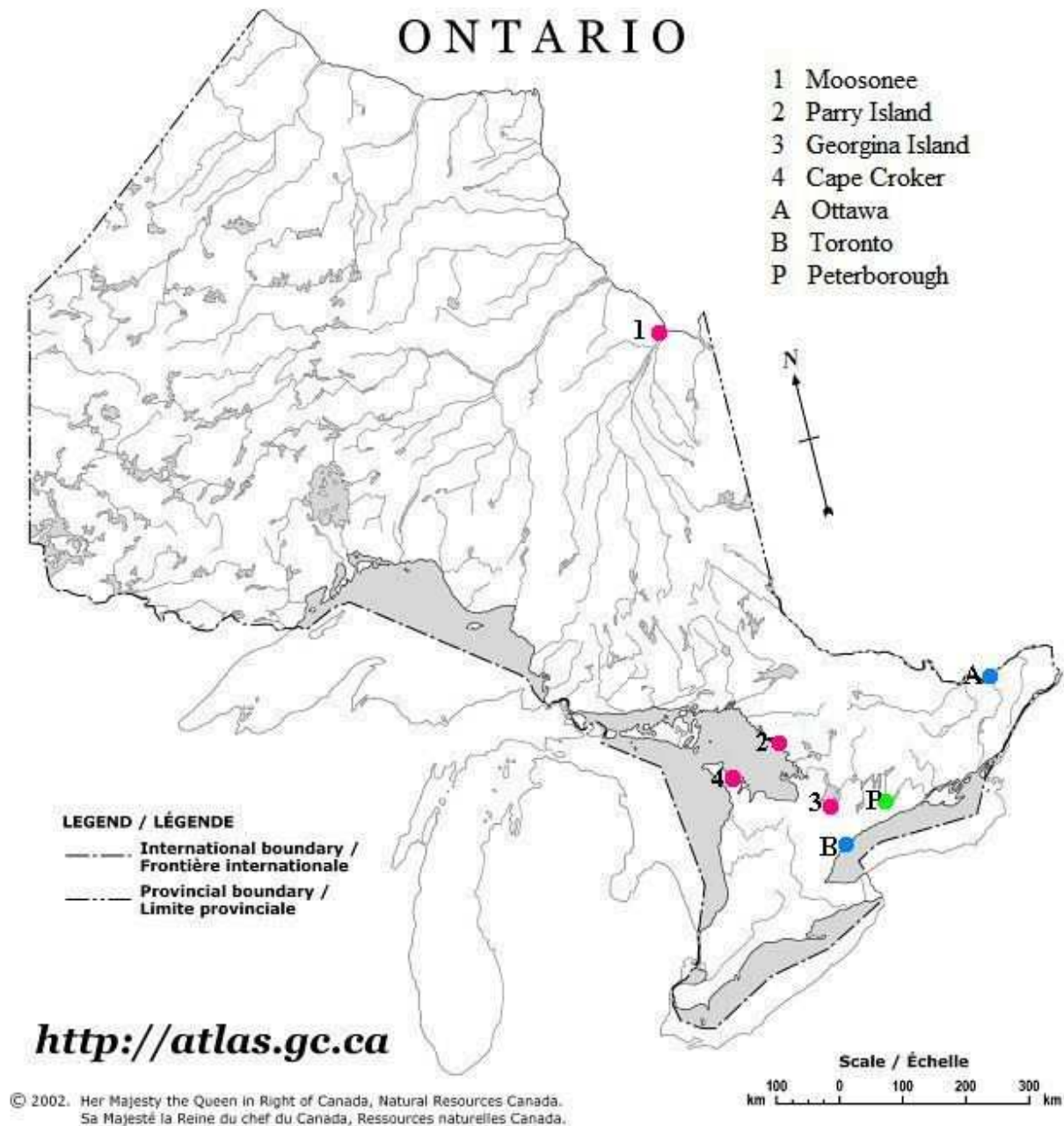
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[11] Ontario Native Literacy Coalition (ONLC) is the provincial literacy network responsible for training, advocacy and support for its Native literacy program members. It also acts as a liaison between the programs and MTCU.

current framework for measuring the performance of Native literacy programs. These performance indicators focus on Culture and History and Aboriginal Language. Community members expect their local Native literacy program to address these subjects. At the Sharing Circles attended by Native literacy program staff, learners, sister program staff, community members, board members and the direct supervisors of the Native literacy programs, we asked participants what Native literacy meant to them. They indicated that they expect Native literacy to include or primarily address literacy in the First Languages and that local Aboriginal culture and history should be an integral part of the programs, a *priority*. According to Native literacy practitioners, some learners leave and the community won't support Native literacy programs because there is no *Native* to it.

The programs we visited answer to their sponsors and communities as much as they answer to the funder. The expectation that they deliver language, culture and history training is loud and clear. However, MTCU funding does not cover such learning, therefore does not measure performance in these areas. Clearly, there is a disconnection in terms of service expectations from the stakeholders that has placed the program staff in an awkward position.

Appendix A

**Profiles of the Participating Programs**



ONTARIO

1 Moosonee
2 Parry Island
3 Georgina Island
4 Cape Croker
A Ottawa
B Toronto
P Peterborough

LEGEND / LÉGENDE

— · — International boundary /
Frontière internationale

——— Provincial boundary /
Limite provinciale

http://atlas.gc.ca

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Sa Majesté la Reine du chef du Canada, Ressources naturelles Canada.

Scale / Échelle
100   0   100   200   300
km                          km

**Moosonee Native Literacy Program**    Moosonee, ON (James Bay)

Location: Moosonee Native Friendship Centre (sponsor), led by Victor Mitchell, E.D.,  member of the Ontario Federation of Indian Friendship Centres
Staff:  Richard Mills, Literacy Coordinator/Practitioner
Programs: Aboriginal Family Support, Oska'ye Oskawa'sis Prenatal, Combined Court worker, Cree and English Literacy, Long Life Care & Elder's Outreach, Youth, Healing and Wellness, Community Access and LBS Program .

Moosonee is a town of approximately 3000. It has some of the services of a small town with what appears to be a heavy emphasis on government services, both municipal and provincial. Government services are mainly staffed by people from "away".  The community is 90% Cree and most are fluent in the language. It has two elementary schools, Moosonee Public School and Bishop Belleau Separate School (Roman Catholic) that offer K-8.  Bishop Belleau School also provides a French Language Instructional Unit for children who are entitled to be educated in French. There is a public high school, Northern Lights Secondary, which provides Grades 9-12. Northern College's Moosonee campus provides some post-secondary programs. There is an 87% unemployment rate and the cost of living in Moosonee is astronomical. The main opportunities for work for literacy learners identified by the Co-ordinator are as clerks, cashiers, stock persons at the Northern Store, driving taxi (land or water), guiding hunting and fishing trips and service jobs in restaurants, chip trucks and snack shacks.



Richard (far right) has been the Coordinator since June of 2008. His background is in adult education. He is a status member of Moose Factory First Nation, across the river from Moosonee.

## Wasauksing Adult Learning Centre

Location: Wasauksing First Nation in a community building that also houses the Library and Radio Station. Band sponsored program in a community of 350.

Staff:   Cathy Noganosh, Coordinator/Practitioner
         Cathy Crawley, Part Time Instructor (4 part days a week October to May)

Wasauksing is a 19,000 acre reserve with 78 miles of lake shore and is the second biggest island of the Great Lakes. It is located on breathtaking Georgian Bay which opens to Lake Huron. Wasauksing has its own K-8 school, public library, education administration, and a senior's complex. Wasauksing Adult Learning Center shares a building with the library and high school/post-secondary Student Advisor.

Cathy (far right) is a status member of the Wasauksing First Nation and lives there with her family. She had some experience as a support worker to the former LBS practitioner and became the LBS practitioner full time at Wasauksing in 2007.

## Ken-Daas-Win Communications

Location:  Cape Croker Reserve (Neyaashiinigmiing), Chippewas of Nawash First Nation, Bruce Peninisula, ON. Shares space with the Economic Development Program in a band-owned building.  Chippewas of Nawash First Nation is the sponsor of this program.

Staff:   Marlene Keeshig, Coordinator/Practitioner

The Chippewas of Nawash Unceded First Nation occupy Neyaashiinigmiing Indian Reserve No. 27 on the eastern shore of the Saugeen (Bruce) Peninsula on Georgian Bay. The present land base is 63.81 Km$^2$.  The community is approximately 26 Km from Wiarton, 64 Km from Owen Sound or 250 Km from Toronto. Population is about 800 on reserve, and 1,500 off. The community has its own elementary school Pre-K to 8, daycare, fire department, 2 churches, crisis shelter, general store and gas pumps, campground, as well as administration programs and offices.



Marlene Keeshig, (standing between students on the right) the Co-ordinator of the Native literacy program is a status member of Neyaashiinigmiing and has been in her position for over 7 years.  She was formerly an Employment Counsellor on the First Nation and has her Life Skills Coaching Certificate.

## Chippewas of Georgina Island

Location: Georgina Island, Lake Simcoe, ON
Chippewas of Georgina Island First Nation sponsors this program
Staff:   Lynne Mooney, Coordinator/ Practitioner
            Karen Foster, Literacy Assistant/Librarian

The First Nation is located on the east shore of Lake Simcoe and is comprised of three islands. Home to approximately 80 households the largest nearby center is the town of Sutton, population 6,000.  The closest city is Newmarket. Access to the island is by car ferry which holds approximately 16 vehicles and 40 walk-on passengers. The ferry takes about 15 minutes to cross the lake. After ice forms, residents travel by air boat, the "scoot".  There are times of the year when passage on the ice is unsafe so the residents have to stay on or off the island during these periods, the duration of which is completely dependent on weather.

Total membership is 614 with 223 residents living on-reserve, of whom 193 are First Nation members. The community school houses Jr. K to Grade 5 applying the Ontario School Curriculum. The Native literacy program is in the same building, and is partnered with the community library.

Coordinator Lynn Mooney (seated on the right) is a status member of Chippewas of Georgina Island and lives in the community with her family. She has been the Literacy Coordinator for over 15 years. Her assistant, Karen Foster, has been with the program for over 7 years. This program decided to not continue their participation in the research.

Appendix B

**Accountability Requirements of Native Literacy and Basic Skills Programs in Ontario Funded by MTCU**

Native literacy programs, in order to be accountable to MTCU must:

1) ensure five deliverables are met (Information and Referral, Assessment, Training Plan Development, Training, Follow Up) and that evidence of these activities exists.

2) gather and report statistical data monthly (direct service hours; number of learners; their income source, gender, age, goals, literacy levels at all stages, exit reasons, and if they received training support for childcare or transportation)

3) gather and report learner satisfaction levels twice yearly

4) develop, complete and follow business plans. (individual program plans as well as contributing to the regional literacy plan)

5) demonstrate and articulate compliance in all the required categories listed on the *Program Monitoring Report* at program monitoring visits and at other times requested by the funder.