FRONTIER COLLEGE
COLLÈGE FRONTIÈRE

2012 ANNUAL REPORT

Frontier College

Literacy.

Learning for Life.

FRONTIER COLLEGE
COLLÈGE FRONTIÈRE

ACCREDITED Imagine Canada Standards Normes AGRÉÉ

Frontier College
Charitable Number
10740 8445 RR0001

Frontier College Foundation
Charitable Number
89254 9965 RR0001

STAY CONNECTED.

Frontier College is Canada's original literacy organization.

Founded in 1899, this non-profit agency recruits and trains volunteers to deliver literacy programs to children, youth and adults in communities across the country. Frontier College helps Canadians improve their literacy and increase their opportunities. We believe that literacy is a right.

www.frontiercollege.ca
1-800-555-6523

Under the distinguished patronage of His Excellency the Right Honourable David Johnston, C.C., C.M.M., C.O.M., C.D., Governor General and Commander-in-Chief of Canada.

MESSAGE FROM THE CHAIRS

LYNN MCDONALD

JANET CLOUD

This year marked the second year of our Strategic Plan, and on behalf of the Board of Directors of Frontier College and the Frontier College Foundation, we are very pleased to share this year's results. The four pillars of the Strategic Plan are Community, Communications, Leadership and Sustainability. We are proud of our successes.

COMMUNITY

The Frontier College staff has worked hard to ensure that our literacy work reaches the front lines – the frontiers – where we are most needed, from the Yukon to the fly-in communities in Northern Ontario; from the inner cities to Canada's coastal communities. Impressively, a recent study shows 85% of teachers reported academic improvements in their students who attended our Homework Club.

COMMUNICATIONS

By working hard to increase our presence in social and traditional media, our stories have been shared with more Canadians than ever before. Frontier College programs and their impacts have been covered on both national and local TV and radio, as well as national and local print media.

LEADERSHIP

This year, we launched the first phase of our Youth, Criminal Justice and Literacy project, which involved a literature review and discussion paper that formed the basis of a national forum. We were also one of a handful of non-profit organizations to receive accreditation from the new Imagine Canada Standards program.

SUSTAINABILITY

Once again, we have exceeded our financial goals so that our vital services can continue to improve the quality of the lives of Canadians. We are particularly proud of this accomplishment. Through the continued generosity of our funders and donors, we will work towards ensuring the sustainability of our programs.

Canadians believe in the work that we are doing, and we take that trust very seriously. We have been in business for 113 years, and we, as board members, will continue to make sure that Frontier College is efficiently and effectively delivering literacy programs to those most vulnerable.

Janet Cloud
Chair, Frontier College Foundation

Lynn McDonald
Chair, Frontier College

MESSAGE FROM THE PRESIDENT

SHERRY CAMPBELL

As President of Frontier College, I have the great privilege and honour of visiting communities from coast to coast! As different and diverse as each community is, so are the needs and challenges of our learners and community partners.

I believe the single most important factor to Frontier College's enormous success is that we are able to respond to all challenges in a unique, customized, community-focused and student-centered way. That is not an easy task.

We must be embedded within each community, so that we can respond to every need. Being literacy experts is the base from which we build, create and inspire new models of service delivery. This is effective because the learner and the community are at the center of every model.

From farms to community housing, from sports clubs to First Nations community health centres, you will see the responsiveness and creativity in the stories told in this report. We are as diverse as our stories of success.

Once again, I want to thank our volunteers, supporters, staff, partners and learners. Year after year, it is your uniqueness that creates our success.

"Being literacy experts is the base from which we build, create and inspire new models of service delivery."

SHERRY CAMPBELL
President, Frontier College

STORIES ACROSS THE REGIONS

Let us show you how we lead the way...

"We have to be involved. We have to contribute. We have to give back."

BRITISH COLUMBIA

Judith Gives Back

Judith F. Davis, from Vancouver, B.C., has been a Frontier College friend and financial supporter for almost 30 years. The retired University of British Columbia staff member first heard about Frontier College in the early 1980s when she read that Frontier College had a long-standing history of placing Labourer-Teachers in workplaces to help employees improve their literacy skills. She thought this was a worthwhile activity because she realized, "People were really handicapped if they had poor literacy skills."

Judy became a donor when she worked for the government and had a younger colleague who was not making much money and was not in good health. Still, a portion of her modest salary would always be donated to a worthy cause. That got Judy thinking about—and then donating to Frontier College.

Today, this energetic senior spends time each week volunteering with other seniors in the community. "It is self interest," she says. "We have to be involved. We have to contribute. We have to give back." To that end, Judy has decided to join Frontier College's Domestic Workers' Program in Vancouver, which links community tutors with domestic workers from the Philippines, Colombia and other countries who want to expand their education and life opportunities in Canada.

ALBERTA

Literacy in Social Service Agencies

In addition to our Reading Circles and Adult Tutoring, Frontier College works hard to increase capacity within social service agencies that don't specialize in literacy.

Last year, we trained 150 mentors for Boys & Girls Club and Big Brothers and Big Sisters of Edmonton, teaching them how to build literacy into their interactions. Here are some of their comments:

"I will think of new ways to interact with my mentee, build a stronger relationship with her and approach problems with new creative solutions."

"We appreciated the opportunity afforded our students. The seminars were well planned and informative. Students were engaged throughout the sessions. We would love to repeat this training again next year."

"I can show my mentee the fun and new games that I have learned. A very good learning experience."

"I'll play games with my mentee that I learned here. I will especially focus on the content of reading so that we are not just reading, but learning as well."

"It was organized and effective; it helped me in solving or dealing with situations I might get in the future."

SASKATCHEWAN

Mistawasis First Nations Literacy Camps

During the summer of 2011 Frontier College launched a pilot project in Mistawasis First Nation that brought literacy camps to over 60 young campers. By using fun, literacy-related activities, campers were reading, writing, thinking and being physically active.

The camp, funded by PotashCorp, was one of about 50 summer literacy camps across the country with Frontier College at the helm.

"If school was this much fun, I'd want to go every single day," said 8-year old Carlene, who spent two weeks at camp improving her literacy skills. Her mom was equally impressed. "She got up every day for camp without a fight, like we have on a usual school day." Parents often find that camp attendees experience a smoother transition to school, and notice that the children take books home more often and have increased confidence in their reading skills.

MANITOBA

Turtle Island Learning Centre

At the Kaakiyow Li Moond Likol (Turtle Island) Adult Learning Centre, Frontier College works with adults who are trying to improve their literacy skills. Here is a story from Shawn, one of the learners:

"After 15 years of not getting my grade 12 education and working at dead-end jobs, I decided to go back to school to finish my grade 12. I made this decision for two reasons. First, to be the second person in my family of four brothers to get their grade 12 diploma, and second, to show my five children that even at my age it is possible to get your grade 12 diploma.

"The teachers are amazing and the atmosphere isn't like your traditional high school. The only way I can explain it is: "family oriented." Everyone knows everyone and everyone helps out everyone when they can. The one-to-one attention that students get is amazingly helpful. The tutors from Frontier College sit down with you and help you figure out the answer to your questions, by showing you and explaining how to get the right answers.

"I have found myself doing things that I would have never done in a real school situation, such as being the co-president of the student council and designing, building and maintaining the new garden outside the school. These are just a few things I would have never thought of or had the courage to do in the past. "

"The teachers and the tutors have helped me out in many different ways to help me blossom into a more educated person. They have taught me the values of hard work and that dedication will pay off in the end; never give up on your dreams as you can achieve them if you try hard."

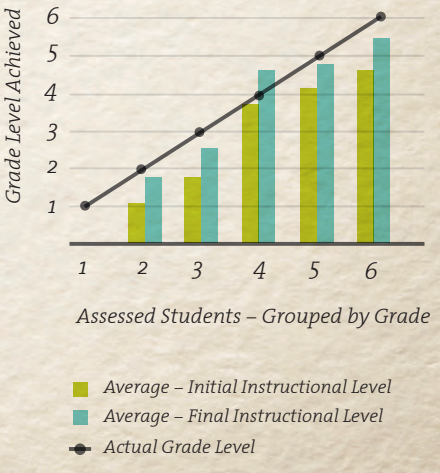
QUEBEC

Collaborating with S.I.A.R.I.

In 1998, Frontier College crossed the threshold into the Côte-des-Neiges neighborhood, one of Montreal's most culturally diverse and densely populated areas, home to 30% of Montreal's total immigration population. For over 14 years in collaboration with the organization Service d'interprète, d'aide et de référence aux immigrants (SIARI), Frontier College volunteers have played an active role in the neighborhood through its children's programs. The Homework Clubs and Reading Circles have thus become an integral part of the organization, reaching a total of 70 learners yearly, thanks to the dedication of over 30 volunteers in 2012. In addition to the regular programming, Frontier College volunteers organized a "Kids on Campus" day trip wherein the Homework Club youngsters were given the opportunity to visit a university campus—many for the first time—and participate in activities such as science lab experiments and a crash course in music appreciation, complete with a nature walk in the woods. It was a day filled with discoveries and a brief journey into the future.

To determine the impact of its programs, Frontier College used reading assessments that were conducted over a 6-month period with students in Kindergarten to Grade 6. The results show that each group had a substantial improvement in reading skills, bringing them closer to their grade level.

Change in Reading Level Over a 6-Month Period



YUKON

Second Century Labourer-Teacher Project

With the financial support of the Government of Canada, Frontier College launched their Second Century Labourer-Teacher project. This project places Frontier College's Labourer-Teachers in businesses across the country, focusing on high-needs sectors, with particular attention to aboriginal and new Canadian workers. The Labourer-Teachers provide one-to-one tutoring, mentoring and other educational support in the workplace. The training is customized to fit the employer's needs, processes and culture. Additionally, the wages of the Labourer-Teacher are subsidized by up to 50% by the Federal Government.

Our first partner in the project is Northern Vision, a company that owns Best Western Gold Rush Inn & Spa in Yukon, as well as the High Country Inn & Convention Centre.

NORTHERN ONTARIO

Lieutenant Governor's Aboriginal Summer Reading Camps

2011 marked the sixth year for the Lieutenant Governor's Aboriginal Summer Reading Camps (LGASRC) program, which works to improve literacy skills among children and youth in Northern First Nation communities.

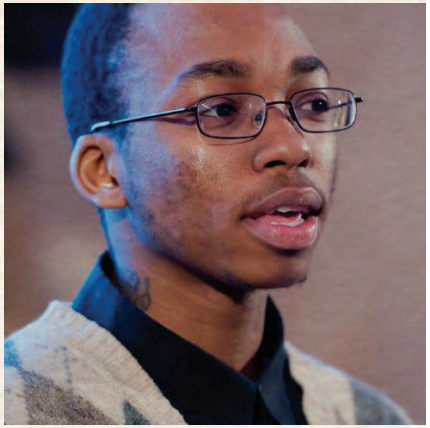
The program was run in 20 communities, and has a tangible impact on preventing summer reading loss and ensuring that children start the school year ahead of the game.

ONTARIO

"The camp provides good role models, especially for young men. Young boys need good role models. The camp gives them something to look forward to."
Chief Danny Morris, Big Trout Lake

"I think it helps continue regular school work. It helps keep the kids sharp, alert and on the subject."
Parent, Big Trout Lake

"Muskrat Dam community loves having the literacy camps each summer. I think it's important that children be exposed to stories constantly to aid mental development, and, of course, more opportunity to read helps them develop good reading skills."
Parent from Muskrat Dam



Frontier College figured out the best way for him to learn and then used those methods.

Beat The Street

Samson Brown is a learner in the Beat the Street program in Toronto. At the Scrabble® Corporate Challenge fundraiser, sponsored by TMX Group, he shared some of his life experiences, as well as his hopes for his future.

Although he was often bored and frustrated at school, Samson kept trying to succeed. He always excelled at English, while, as he puts it, "math and I were not friends." He was given passing grades—even though he wasn't keeping up with numeracy—until the middle of high school, when he dropped out. After his abbreviated high school career ended, Samson attended numerous adult education initiatives to varying degrees of success. As luck would have it, Samson's cousin was a successful student in Frontier College and suggested that he call us.

Samson enrolled in an essay-writing class and studied math, and then took the GED program. He was successful at Frontier College—and at math—because the Frontier College teacher figured out the best way for him to learn and then used those methods. Samson still doesn't like math, but admits that he finds himself remembering more and more, including information that he heard being recounted to other students. Now that he has earned his GED, he has plans to attend college and continue writing.

MARITIMES

Adult Newcomer Literacy Program

At Frontier College, we recruit, screen, train and place volunteer tutors in Homework clubs, group tutoring sessions and 1-to-1 pairs. Rebecca Perry joined the Fredericton team of dedicated volunteers in the fall of 2010. She was placed in the Adult Newcomer Literacy Program that we host in partnership with the Multicultural Association of Fredericton. She quickly integrated in the group and the learners really connected with her. Since many of our tutors are university students (as was Rebecca), we usually end our programs in April to allow the tutors time to write their exams and get into their summer jobs. Last summer though, Rebecca couldn't fathom the thought of leaving her learners, so she offered to be the lead tutor for this group all through the summer! This means that the program has been running perpetually for almost two years because of Rebecca's commitment.

She makes the newcomers feel welcome and comfortable in their new home.

Every week, she looks for resources online and prepares lesson plans for the various levels of learners who attend the program. Some days, she even takes the learners out to the grocery store, to visit the art gallery or to learn something new about our great city. Our programs are student-centered, so the learners dictate what happens at the sessions by, for example, asking questions about what to expect during a doctor's visit, how to open a bank account or register a child for school, and other everyday subjects that can confound someone new to our country.

LOOKING AHEAD

This year, Frontier College launched our Virtual Learning Portal in partnership with Compugen Inc. and Microsoft Canada. This innovative website will allow tutors and learners to meet online for their tutoring sessions. The possibilities for increased access to learning and tutoring for literacy learners are endless. The Virtual Learning Portal greatly expands our reach by using cloud-based services and remote access via the Internet to connect tutors with youth and adult learners in remote locations. The initiative aligns with key aspects of our Strategic Plan, including reaching more people in isolated, rural and remote settings, and using digital technology tools, services and networks to support and enhance program delivery.

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LITERACY IN NUMBERS

WHAT YOU'VE MADE POSSIBLE

This includes *LEARNERS, CHILDREN* attending the Aboriginal Summer Literacy Camps and *VISITORS* to our Reading Tents.

NUMBER OF PARTICIPANTS OUR PROGRAMS SERVE ACROSS CANADA:

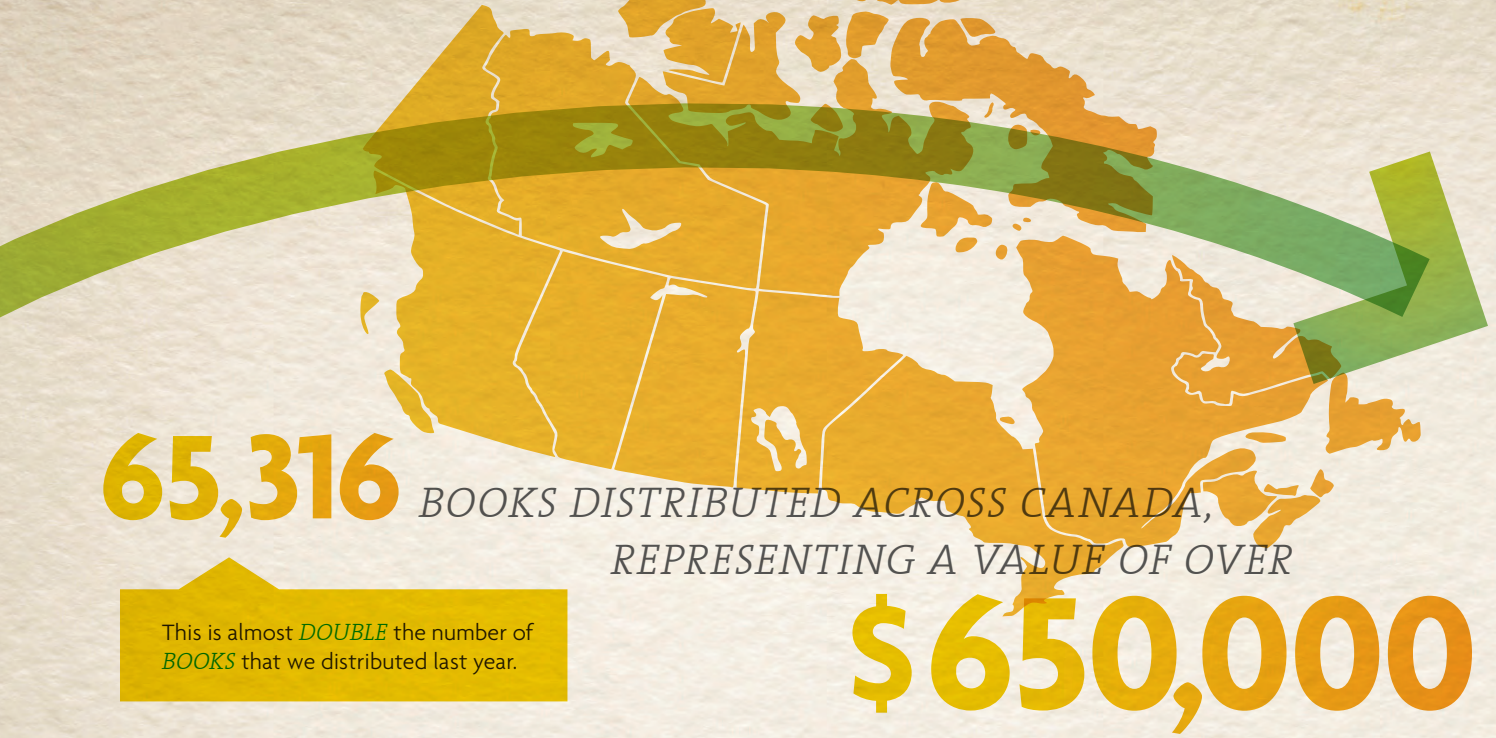
19,320

NUMBER OF COMMUNITY PARTNERS ACROSS CANADA:

376

Value our partners bring to these programs by providing space, staff, supplies and snacks:

$752,000



65,316 *BOOKS DISTRIBUTED ACROSS CANADA, REPRESENTING A VALUE OF OVER*

$650,000

This is almost *DOUBLE* the number of *BOOKS* that we distributed last year.

WE PROVIDED LITERACY FOCUSED PROFESSIONAL DEVELOPMENT FOR

3,500

PARTICIPANTS ACROSS THE COUNTRY.

WE HAD

2,682

VOLUNTEERS DONATE 130,193 HOURS OF THEIR TIME TO FRONTIER COLLEGE.

Their time is worth approximately

$2,356,493

WE HELPED ALMOST **2,550** *CHILDREN IN ABORIGINAL SUMMER LITERACY CAMPS ACROSS CANADA IN* **50** *COMMUNITIES.*

2011–2012 ANNUAL SUPPORTERS

$100,000+

Great-West Life, London Life and Canada Life
Hydro One Networks Inc.

$50,000–$99,999

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This list reflects gifts received between April 1, 2011 and March 31, 2012.

In addition to those listed below, we would like to thank the many generous people and corporations who participated in our annual fundraising events: SCRABBLE Corporate Challenge, Scotiabank Giller Light Bash, and the Bonspiel for Literacy.

Although we have made every effort to ensure that donors have been correctly acknowledged, if we have erred, please accept our apologies and report the error or omission to **1-800-555-6523 ext. 202**.

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THANK YOU.

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Ministère de la Famille et des Ainés du Quebec
Northern Lights School Division (supported by the Saskatchewan Ministry of Education)
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Nova Scotia Office of Immigration
Office of Literacy and Essential Skills, Government of Canada
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Ontario Ministry of Education
Ontario Ministry of Training, Colleges, and Universities
Saskatchewan Ministry of Education
Secrétariat aux affaires autochtones de du Quebec
Urban/Hometown Green Team – MB4Youth Branch
Ville de Montréal

STATEMENT OF OPERATIONS

Frontier College

	2012	2011
Government	2,662,940	3,065,354
Frontier College Foundation - Annual	1,476,823	868,752
Frontier College Foundation - Endowment	645,561	720,029
Lieutenant Governor's Aboriginal Literacy Camps	876,847	776,769
Bookstore	269,019	255,052
Event	–	111,036
Fee for Service	145,249	141,310
Other	29,108	25,185
Total Revenue	*$6,105,547*	*$5,963,487*
Program Salaries & Benefits	3,337,538	3,140,049
Program Expenses	1,321,913	1,447,760
Program Support Salaries & Benefits	917,169	838,436
Program Support Expenses	507,320	476,692
Total Expenses	*$6,083,940*	*$5,902,937*

Summarized Statement of Financial Position

Assets		
Current Assets	2,599,810	2,941,132
Capital Assets	359,904	386,005
	2,959,714	3,327,137
Liabilities and Net Assets		
Current Liabilities	2,317,820	2,670,567
Other Obligations	129,624	165,907
Net Assets	512,270	490,663
	2,959,714	3,327,137

Frontier College Foundation

	2012	2011
Investment Income	311,559	1,159,355
Corporations & Foundations	762,694	1,792,539
Individuals & Special Events	926,408	810,787
Gross Revenue	2,000,661	3,762,681
Expenses	637,254	603,644
Net Revenue	1,363,407	3,159,037
Donation to College	1,476,823	868,687
Endowment Transfer	645,561	720,029

Summarized Statement of Financial Position

Assets		
Current Assets	1,084,412	1,526,076
Investments	14,820,096	15,139,063
	$15,904,508	*$16,665,139*
Liabilities and Net Assets		
Current Liabilities	117,578	119,232
Net Assets	15,786,930	16,545,907
	$15,904,508	*$16,665,139*