



THE LIEUTENANT GOVERNOR'S ABORIGINAL SUMMER READING CAMPS



Managed by Frontier College

2011 REPORT

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LETTER FROM THE HON. LIEUTENANT GOVERNOR OF ONTARIO



THE LIEUTENANT GOVERNOR OF ONTARIO
LE LIEUTENANT-GOUVERNEUR DE L'ONTARIO

When I was appointed Lieutenant Governor of Ontario in 2007, I was proud to announce that I would continue the four Aboriginal Literacy Programs of my immediate predecessor, the Honourable James K. Bartleman, because of the compelling socio-economic needs that still existed in the isolated, fly-in First Nation communities in Ontario's north. That is why I also announced that I would add computer literacy to the mix by establishing *The Lieutenant Governor's Aboriginal Youth Computer Literacy Program*.

This is now the third year that I have supported all of the Aboriginal Literacy Programs. It is my sense that these programs are here to stay because they respond to a compelling long-term need and make a profound difference in the lives of Aboriginal youth who have participated to date.

Another of my predecessors, the Honourable John Black Aird, established *The Lieutenant Governor's Games* at Variety Village. He did that more than 26 years ago to give youngsters of all abilities an opportunity to participate in activities in an inclusive, safe and fun environment. Each subsequent Lieutenant Governor has actively participated in the 'LG Games' on an annual basis and each has also become the 'face' of the games on all promotional material, together with the two young people who are the annual poster children.

I have a physical disability as a result of contracting polio at age three. My wife Ruth Ann has travelled to the fly-in First Nation communities, on my behalf, over the past three years. Ruth Ann, together with Mr. Bartleman, Grand Chief Stan Beardy of the Nishnawbe Aski Nation and Nanda Casucci-Byrne, Chief of Staff of the Lieutenant Governor's Office, has visited a number of the camps. Over time, she has seen the real difference the camps are already making in the lives of Aboriginal youth in the north.

The 2009 program of the Lieutenant Governor's Aboriginal Summer Reading Camps, as managed by Frontier College, have been very well received in the communities where they have been offered.

As the Queen's representative in Ontario I extend heartfelt appreciation to the funding organizations that are listed on the facing page. Your foresight and support is extraordinary. This program is truly a labour of love and care on the part of many people across this province and it could not have happened without you. We look forward to continuing to work with you in the days ahead.

I also offer my deep appreciation to Canada's oldest literacy organization, Frontier College, its President, Ms. Sherry Campbell, Mr. Casey Sabawi, Community Coordinator, Aboriginal Programs and the Board of Governors and staff for their stewardship of this program on behalf of the Office of the Lieutenant Governor of Ontario. I especially wish to thank Mr. Philip Fernandez, Manager, Aboriginal Programs – Ontario, for his passion, commitment and leadership in implementing this multifaceted program in Ontario's north.

Ruth Ann and I hope you will enjoy reading the stories, reviewing the statistics and viewing the many beautiful photos in this report as each element conveys important information about how civil society can affect change - one child at a time.

David C. Onley

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Frontier College,

It was my honour and privilege to welcome once again the Aboriginal Summer Literacy Camps into our communities. The camps are very important and vital to inspire the joy of reading in our children and youth. I fully support its endeavours in promoting literacy and the camps are very instrumental in ensuring that children continue to display their love of reading throughout the school year. A number of children that I have met have expressed they cannot wait until summer comes because that is when they can attend camp and they can have fun with their friends all the while learning and reading! Our future is in the hands of our youth and they need confidence in themselves and their capabilities so that they become leaders in their communities and the Aboriginal Summer Literacy Camps is one tremendous step towards building upon those capabilities, especially those related to literacy.

It is unfortunate that environmental, health and safety concerns beyond the control of Frontier College prevented the summer literacy camps from carrying on in communities in the summer of 2011 but we should be thankful to look forward to a successful summer in 2012 and to reaching more children and youth with the wonderful donation of equipped e-book readers that is the equivalent of a small library within one electronic device.

Meegwetch.

A handwritten signature in black ink, appearing to read 'Stan Beardy'.

Stan Beardy,
Grand Chief.

EXECUTIVE SUMMARY



- *Over 1,400 children and youth attended the camps in July*
- *20 communities participated*
- *Over 4,800 books were read over the course of the camps*
- *90 counsellors were hired and trained*

- *A random sample of Band Council members, parents, and educators reported that students who participated in the camps are performing better in standardized tests, demonstrate better retention of reading skills and exhibit positive learning habits and behaviours after the summer.*

BRIEF BACKGROUNDER

The Lieutenant Governor's Aboriginal Summer Reading Camps provide Aboriginal youth the opportunity to enhance literacy and numeric skills in a fun, engaging, activity-oriented setting during the summer months in remote, mostly fly-in First Nation communities, in the north of our province.

The program is the third of a five-phase Aboriginal Literacy initiative instituted by the Office of the Lieutenant Governor of Ontario.

The summer reading camps were the vision of the former Lieutenant Governor of Ontario, the Honourable James K. Bartleman, and they complement three other Aboriginal Literacy programs he founded: *the Lieutenant Governor's Aboriginal Book Drive, the Lieutenant Governor's Aboriginal School Twinning Program and the Lieutenant Governor's Club Amick Program.*

When the Honourable David C. Onley was installed as Ontario's 28th Lieutenant Governor on September 5, 2007, he announced he would not only continue and fully support each of the existing Lieutenant Governor's Aboriginal Literacy Programs, but that he would establish a new program to increase literacy in a contemporary setting – *The Lieutenant Governor's Aboriginal Youth Computer Literacy Program.*

All funding for the summer reading camps has been raised by the Office of the Lieutenant Governor of Ontario and is held in trust by Frontier College who implement the program on behalf of the Office of the Lieutenant Governor of Ontario.

Accessibility is that which enables people to reach their full potential. It is inclusion. Accessibility is a human right and accessibility is right. That is why I am committed to the Aboriginal Youth Literacy Initiative – because at its heart, it is in fact a program of Accessibility where Accessibility is defined as nothing more and nothing less than *that which enables children to reach their full potential.*

The Hon. David Onley, 28th Lieutenant Governor of Ontario
Installation Speech; September 5, 2007

A Unique Year - 2011

The 2011 Lieutenant Governor's Aboriginal Summer Reading Camp season was a very challenging summer for all involved. The forest fire season was the worst one we have had in a very long time with over 1,200 active fires and more than 628,000 hectares lost. A significant number of fires were considered too large and dangerous to even try to fight and many thousands of Northern residents were evacuated to safer locations.

Often our camp space was redirected as a base of operations for firefighting crews and children were evacuated in the first phase of evacuations. Given this and for the safety of the staff we had placed in the communities, Summer Camp counsellors were evacuated at the same time as residents and the program season was shortened. Camps wrapped up at the end of July and due to the huge transportation and

accommodation costs counsellors were re-deployed throughout the province to help with other literacy activities.

Throughout all of this our biggest concern was the safety of the children attending camp, the communities and our counsellors.

“It is unfortunate that environmental, health and safety concerns beyond the control of Frontier College prevented the summer literacy camps from carrying on in communities in the summer of 2011 but we should be thankful to look forward to a successful summer in 2012 and to reaching more children and youth.”

Grand Chief Stan Beardy



Sandy Lake Evacuation

HIGHLIGHTS FROM THE 2011 CAMPS

Program Innovations

Every year a new element is introduced into the programming to engage the youth in the community in a new way.

Self-Directed Learning

In Big Trout Lake the camp counsellors began the first day with a discussion with the children about what they wanted to get out of camp and what types of things they wanted to do. The children themselves identified that they wanted help with specific things that they were experiencing difficulty with in school. For example specific math concepts, grammar structure etc. This represented a new direction for us, towards a more academic structured program and was a very welcome development in that the children didn't just see camp as a fun place but also as a place to strengthen their core learning and academics.



Recycling Band in Moose Factory!

Candice, one of our counsellors in Moose Factory, went to the dump with her fellow teammates and picked up a variety of tossed-away items including Rubbermaid bins, pots and pans, silverware, and dishes. Candice then brought them into camp and had the children and youth transform the items into musical instruments and created a band!

Candice, as acting musical director for the true 'grunge band', conducted the musicians in a piece they created themselves.

HD Videos and Photography (Media Packs)

This year we provided six teams with media packs which contained a HD Video Recorder, Digital Camera and a Laptop that the teams could use to capture the children and youth experience at camp.

Our team in Fort Hope worked with the children and created a 'Dramatic Interpretation of Scaredy Squirrel', while the team in Kasabonika Lake worked with the children and youth and made a promotional tourism video on why you should visit Kasabonika Lake.

The media packs provided the counsellors and campers with another opportunity to showcase their creativity and experience new forms of technology.

Charting Progress: Statistics on Participation and Engagement

The following items report on the success of the camps in engaging the children and youth, as well as parents and community members, in the various communities. Students who participate in the camps are performing better academically and exhibit more positive learning behaviours after the summer. Parents and community members are more involved in the camps and voice unequivocal support for the program to continue.

- **Children and Youth**

- Overall, 1,410 children and youth attended the 2011 camps. If the fires had not required evacuations we would have been on track to serve 2,800 children (a 27% increase over 2010).
- Campers read and borrowed more than 4,800 books this summer. Research indicates that reading as few as five books over the course of the summer can help prevent summer learning loss.
- Campers recorded strong levels of participation and engagement during camp. A five-point index used to measure camper participation and engagement levels rated the camps' success at engaging campers at close to 100% (aggregate number).
- A random sample of Band Council members, parents, and educators reported that students who participated in the camps are performing better in standardized tests, demonstrate better retention of reading skills and exhibit positive learning habits and behaviours after the summer.

- **Parents and Community Members**

- In 2011, the level of community participation in the life of the camps – through parent visits, visits by elders, craftspeople, and members of the local Band Council was at the same levels as in 2010 indicating on-going support for the program across the board. There were close to 1000 visits by community members to the camps in the summer of 2010.
- Feedback from sample communities also reveals strong support and approval of the camps from various constituents: community leaders, parents, educators and other community members. Many provided strong testimonies of the positive effects that the camps have on the children, youth and their communities. They also expressed appreciation for the staff and their hopes to see the camps continue.



CONCLUSION

After six years, the Lieutenant Governor's Aboriginal Summer Reading Camps have made a significant contribution to the lives of all the participating children and youth as well as to their communities. Over **13,000** children and youth have been served in the last six years, the majority of whom have benefitted greatly from this important intervention and continue to improve in their reading, writing, academic and social skills. Many have developed the reading habit; over **50,000** books have been read. One message we heard over and over again is that this project is vital to the communities and the hope that the camps continue for another five years.

If anything, this project demonstrates what impacts a program that works with the First Nations in Northern Ontario can have in laying the foundation for future success – a program that would be impossible without the goodwill and financial support of the funders. Long term positive changes are possible in these communities where the needs are great and the starting point is investing in the children and youth of these communities.

PROJECT DELIVERY

Nurturing
Minds,
Dreams,
and
Imaginations



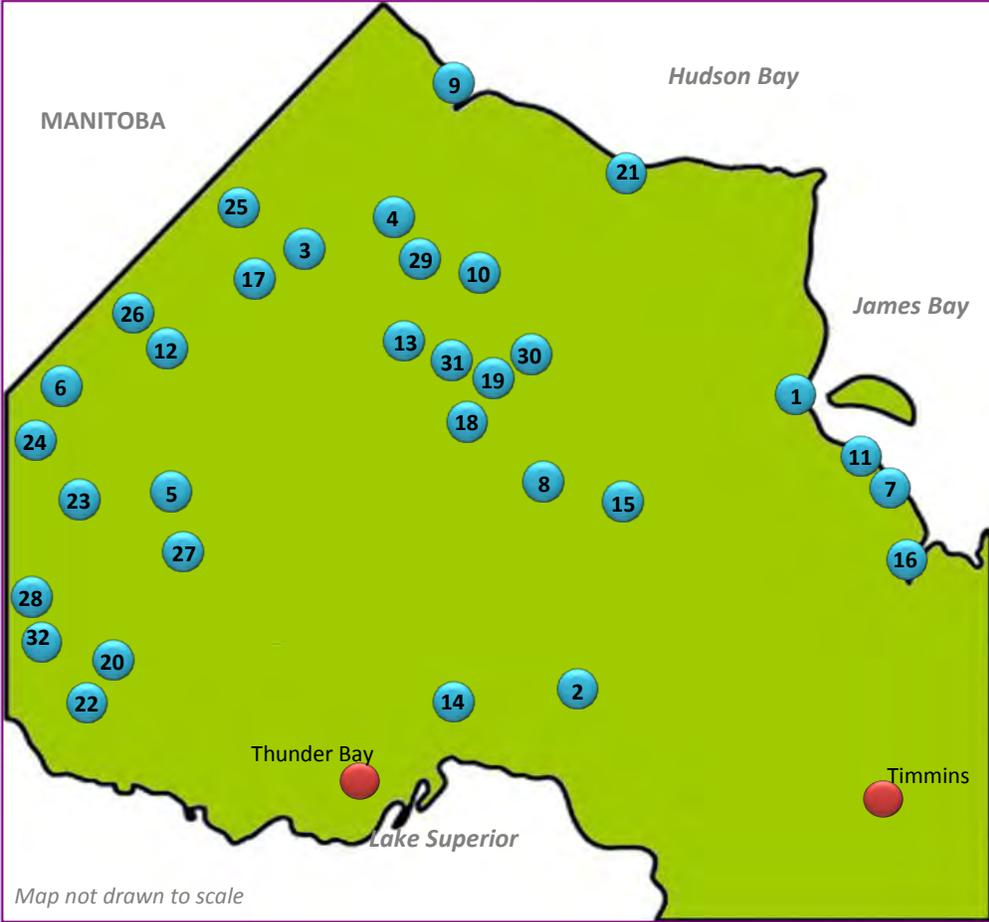
THE PARTICIPATING FIRST NATIONS

The fly-in First Nations served by the Lieutenant Governor’s Aboriginal Summer Reading Camps are located in the remote region of northwestern Ontario, in an area bounded by the northern shores of Lake Superior to the south, Hudson’s Bay to the north, the western shores of James Bay to the east and the Ontario-Manitoba border to the west. Of the 32 First Nations that took part in the 2011 camps, 25 are accessible only by small air transport or winter roads. Unfortunately, due to the fires in the area we were only able to run camps in 20 communities.

Each First Nation is independently governed by a Chief and Council that is duly elected by members of the community. In most cases, the First Nations are also members of larger tribal or treaty-based groupings. The largest of these are the Political-Territorial Organizations (PTOs). The LGASRC project takes place in two of Ontario’s largest PTOs: the Nishnawbe-Aski Nation, and the Grand Council of Treaty 3.

The population size of each community ranges from between 300 to 2500 people. English is widely spoken in all communities although local languages such as Cree, Oji-Cree and Ojibwe predominate in some communities. Children usually attend local schools for their elementary education.

Figure 1: Map of Northwestern Ontario



Name of Communities

1. Attawapiskat FN
2. Aroland FN
3. Bearskin FN
4. Big Trout Lake FN
5. Cat Lake FN
6. Deer Lake FN
7. Fort Albany FN
8. Fort Hope FN
9. Fort Severn FN
10. Kasabonika Lake FN
11. Kashechewan FN
12. Kee-Way-Win FN
13. Kingfisher Lake FN
14. Lake Helen FN
15. Marten Falls FN
16. Moose Cree FN
17. Muskrat Dam FN
18. Neskantaga FN
19. Nibinamik FN
20. Onigaming FN
21. Peawanuck FN
22. Big Grassy FN
23. Pikangikum FN
24. Poplar Hill FN
25. Sachigo Lake FN
26. Sandy Lake FN
27. Slate Falls FN
28. Wabaseemong FN
29. Wapekeka FN
30. Webequie FN
31. Wunnumin Lake FN
32. Eagle Lake FN

SET-UP AND STAFFING

This summer, 20 camps were organized in 20 First Nations over the course of July. Each three-week long camp is preceded by a preparation week, and is staffed by a field team that is recruited and trained by Frontier College. Field teams vary in size but generally consist of both Aboriginal and non-Aboriginal camp counsellors hired from within and outside of the communities.

JULY CAMPS	
#	Community
1	Bearskin
2	Kashechewan
4	Keewaywin
5	Kingfisher
6	Moose Factory
7	Muskrat Dam
8	Peawanuck
9	Pikangikum
10	Poplar Hill
11	Wapekeka
12	Wunnumin
13	Attawapiskat
14	Big Grassy
14	Big Trout
15	Deer Lake
16	Fort Hope
17	Kasibonika Lake
18	Onigaming
19	Sandy Lake
20	Wabaseemong

PARTNERSHIPS

Frontier College has been working in collaboration with representatives of the Chief and Council or the Education Authority in each participating First Nation in order to bring the camps to the communities.

Shared responsibilities include the joint recruitment and interviewing of local camp counsellors. In addition, community representatives provide local guidance and support to field teams while Frontier College provides the remote supervision, administrative and logistical support necessary. Further, the First Nations provide the external camp counsellors with free housing for the duration of their stay in the communities while all other costs such as salaries, program materials, honoraria and transportation are covered by the project.

In addition to their primary duties, camp counsellors are also encouraged to volunteer in the community. On average, camp counsellors volunteered an additional five hours of their personal time each week to help out in community events and/or to organize more activities for the campers. In total, camp counsellors volunteered more than 200 hours of community service during the month of July.

TRAINING & PREPARATIONS

Prior to launching the camps in 2011, camp counsellors attended an intensive four-day orientation and training session at Lakehead University. Lakehead has provided the training space free of cost at the Faculty of Education for the last five years. More than 80% of the training sessions were facilitated by returning counsellors who have invaluable experience to share with the new counsellors. This year as well, northern counsellors from the communities added immeasurably to the training.

Some of the areas covered by the training session include:

- Socio-economic conditions in Northern Ontario Aboriginal communities
- Community protocol and codes of behaviour
- Digital photography and art module preparation
- Physical and non-physical literacy-based activities
- Behaviour management and crisis intervention
- Safety, Risk Management and First Aid refreshers
- Strategies to engage youth, parents and community members
- Community-centered programming and incorporating traditional culture into the curriculum
- A presentation from Her Honour Mrs. Ruth Ann Onley, wife of the Lieutenant Governor.

INCREASING COMMUNITY CAPACITY

This year, more than 30% of the camp counsellors (22) were hired from within the participating First Nations while the rest were recruited from universities and colleges across Ontario. About 20% were returning counsellors from previous years which helps to add a strong foundation to the staff pool each year.

The strong camp counsellor representation from the communities is important to the success of the camps as many are either currently employed as teaching assistants in their respective communities or are about to join the labour force. For many young people from the north, working with Frontier College in the LGASRC is their first employment and leadership experience.

The training session provides these northern youth with a professional development opportunity as they are able to acquire new skills/knowledge and exchange ideas with their southern colleagues.

One such session was a workshop on effective strategies and techniques for working with children and youth living with learning disabilities. This workshop was entirely facilitated by a group of camp counsellors from the communities.

*I loved my experience this summer working in the Aboriginal Summer Reading Camp Program! It definitely assured me that my plans to work in the field of Aboriginal Education is right for me. **I learned so much from living in the community that I could never learn from the academic side of things in school.** This experience has added another dimension to my ongoing learning about education and Aboriginal people in Canada. I felt truly welcomed in the community and met some unforgettable people. It has honestly been one of the most incredible and rewarding experiences of my life and I am grateful for the opportunity I had to participate in it. **I feel that I was able to be part of something great for the children and the community by encouraging a love of literacy, but I know that I took so much more away from my experience there than I gave them.***

Counsellor, 2011



CAMP ACTIVITIES AND CAMPER ENGAGEMENT

The First Nations served by the Lieutenant Governor’s Aboriginal Summer Reading Camps are rich in history, culture and tradition. While many share common attributes, each is also unique in its own way, and therefore it is important to develop camp curricula that reflect the needs of the community.

COMMUNITY-CENTERED PROGRAMMING

To honour the diversity among the participating First Nations, the camp program differs from community to community. Instead of a rigid, standard camp curriculum, camp counsellors are provided with a flexible, basic camp framework as well as a variety of resources and materials which they can then use to plan, organize and customize day-to-day camp activities.

There are several important considerations in this regard:

- Camp activities must serve the needs and interests of the campers
- Camp activities must strive to involve parents and the wider community and weave the traditions of the community into the curriculum
- Camp activities must include both indoor and outdoor literacy-based activities, and most importantly be fun, engaging and educational

Great emphasis is placed on soliciting the input and participation of community members – both young and old. Also, camp activities take place not only on camp grounds (often the school) but also in different areas around the community. In this way, the camps are integrated into the fabric of each and every community.

A DAY AT CAMP: SAMPLE ACTIVITIES

Morning Session: Younger Campers

10:00 am to 10:45 am

- Welcome and Circle Time
- Individual/Assisted Quiet Reading

10:45 am to 11:00 am

- Group Story & Snacks

11:00 am to 11:30 am

- Physical Activity Outside

11:30 am to 12:30 pm

- Writing Activity

12:30 pm to 1:30 pm

- Arts & Crafts/Music
- *Special Guest Reader/Activity/Field Trip*

1:30 pm to 2:00 pm

- Reflections & Rewards, Snack & Goodbyes



Afternoon Session: Older Campers

3:00 pm to 3:15 pm

- Welcome, name-tags
- Snacks

3:15 pm to 04:00 pm

- Individual/Group Reading
- Literacy Games (e.g. Scrabble, Crosswords)

4:00 pm to 04:45 pm

- Literacy Activity (e.g. digital photo essays, community tours, cooking/baking, interviews)
- *Special Guest Reader/Activity/Field Trip*

4:45 pm to 05:00 pm

- Second Snack

5:00 pm to 06:00 pm

- Physical Activity (e.g. baseball, floor hockey)
- Goodbyes



No two communities are the same, and thus camp counsellors are trained by Frontier College to organize camp activities that are meaningful to local campers and community members in each of the various First Nations. These activities always incorporate elements of literacy so that campers are learning while having fun.

DIFFERENT PATHWAYS TO LEARNING

We know that children learn in different ways. According to the literature, First Nations children often respond to the “kinesthetic” approach to learning. Thus, the counsellors try to make many activities

Children learn in different ways. The curriculum has to be diverse and hands-on.



interactive and try to have as much of the program outdoors. Apart from allowing campers to enjoy the great weather and get some exercise, the activities depart from the traditional notion that learning has to take place indoors in a classroom. Rather, learning happens everywhere; including the great outdoors! In addition, outdoor learning activities enable parents and community members to see that children and youth are enjoying their time at the camps. Further, they also allow for the community to be involved in the children’s learning by placing the camps in the midst of the community.

In addition, the hands-on activities enable children and youth who are struggling with Fetal Alcohol Spectrum Disorder (FASD) or Attention Deficit (Hyperactive) Disorder (ADD/ADHD), to be more engaged as they have difficulties learning if they are required to sit still for long periods of time. Hands-on and experiential learning activities allow campers to better understand learning materials by transforming abstract ideas into tangible and practical activities. The camp counsellors are trained to recognize that learning takes place in many ways and to make sure that the curriculum and activities are inclusive.

SUMMER LEARNING LOSS

Every September, educators see a learning loss over the summer. It is easy for teachers to see who has not been ‘thinking or learning’ over the summer months. The first few weeks of school every year are spent on review.

Schools provide a routine in children’s lives: to learn, study and think. Summer vacation interrupts this routine, so it is important for families to establish routines over the summer where the children not only read, but think.



CULTIVATING A LOVE OF READING

BOOKS READ AND BORROWED

The main focus of the Lieutenant Governor's Aboriginal Summer Reading Camp is to encourage a love of reading among the campers. According to research, the **love** of reading, not just the ability to read, is more decisive in predicting school success than class, gender, level of poverty or other socio-economic factors. Therefore, a great deal of effort is made to cultivate the reading habit through creating a positive atmosphere at the summer camp for story-telling, reading and books.

In 2011,
campers read
approximately
5,000 books.

Community members are encouraged to visit camp and read to the children. Every day, each child is read to at least once and has the opportunity for further reading, vocabulary games and other activities that support reading and storytelling.

Each year more books are read and borrowed. **In July 2011,** campers read about 5,000 books. Hundreds of books were also borrowed to take home and children were encouraged to tell and write or record their own stories and the stories of their communities. Many parents also observed that their children were now reading at home.



COMMUNITY ENGAGEMENT AND OWNERSHIP

After 6 years, we can say emphatically that there is a high level of support and involvement from the participating communities in the LG Aboriginal Summer Reading Camp. Parents and guardians, community members, Band Council members, craftspeople and story tellers, professionals such as nurses and police officers are invited to visit the camps and read to the children, tell a story or share a skill or talent.

Parental involvement is one of the most significant factors that determine a child's academic success.

Parental involvement in the camps has been consistently strong in the last five years. And this is decisive. Countless studies have shown that parental involvement is one of the most significant factors that determine a child's academic success. Too often, parents (or caregivers and guardians) play only small roles in their children's education. This can be attributed to a multitude of reasons such as time and financial constraints, limited knowledge, feelings of inadequacy to help their children with school work, or their own negative experiences with the education system. In addition, systemic barriers may also exist that discourage or prevent parents from being actively engaged in their children's learning and education. In Aboriginal communities, in particular, the historical legacy of the residential school experience has done much to damage the ability of generations of First Nations people to adequately nurture and support their own children and grandchildren.

In light of this, the counsellors spend a great deal of time and effort to engage the parents and other adults in the community to solicit their participation and involvement in the camps. Some of the ways in which they have been involved with the camp are:

- Helping out as volunteers to supervise the campers
- Coming in as guest readers, and to lead/demonstrate activities, traditional and/or otherwise
- Attending end-of-camp parties to celebrate campers' work and achievements
- Reading with their children and/or encouraging their children to read at home

Parental and adult involvement with camp activities enables them to play an active, albeit informal, role in the campers' learning. It sends a strong and positive message about the value of learning and education to the campers, while simultaneously raising awareness and feelings of ownership of the camps amongst the wider community.



COMMUNITY SUPPORT & TESTIMONIALS

The 2011 camps marked the sixth year that Frontier College has been organizing and managing The Lieutenant Governor's Aboriginal Summer Reading Camps.

As in previous years, feedback from the communities in 2011 suggests extremely strong support for this project and a universal endorsement of it. Another aspect that emerges more clearly than ever is the wish that this project continue for more years because it has had such a positive impact on the participating communities and their children. The four main themes that emerged from the dialogue with the communities are:

1. The children and youth who have attended the camps, for either one, two, three, four or even five years have developed stronger literacy skills. They are also more disposed to learning and exhibit stronger social skills. There has been a decrease in anti-social behavior.
2. Parents and community members appreciate the presence of the camps in their communities. Many could speak knowledgably about what their children were doing while at camp and they view the camps as positive and productive pursuits for their children during the summer months.
3. Chief and Councils in these communities voiced their universal support for the project and appreciation for the financial support of all the funders without whom this project could not happen, and voiced the hope that the camps will be a regular feature of the communities.
4. The ongoing willingness of all the communities to continue to provide scarce resources such as housing and support to the counsellors who are tending to their children.



IMPROVED READING SKILLS IMPROVED ACADEMIC RESULTS

Testimonials from Parents, Children and Youth

How has attendance at the summer camp impacted your child at home and at school?

- She loves to go to the camp, talks about it all the time. [parent from Moose Factory]
- She has been very attentive to what I say and teach her, but she has learned a lot more than what I can teach. [parent from Moose Factory]
- The time was just perfect for my granddaughter. She loved it. [grandparent from Moose Factory]
- He enjoys coming. He is more confident and happy. [parent, 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]

How do you feel about the presence of the camp in the community? Do you have any feedback or suggestions?

- I feel that it has been a good experience for my son, he enjoyed it very much. Literacy camp in Peawanuck has been wonderful for the children and the parents. [parent from Peawanuck]
- Happy that camp is here. Gives Logan something to look forward to. [parent from Peawanuck]
- Keep coming to Kashechewan, kids love it!! My daughter lives in Sudbury and she looks forward to attending the summer camp. Thank you! [parent from Kashechewan]
- We enjoy the literacy camp very much. Also good to see and help out the young teachers. We want an extension of the camp!! [parent from Muskrat Dam]
- 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 which helps them develop good reading skills. [parent from Muskrat Dam]

"The camp provides good role models especially young men. Young boys need good role models. [The camp] gives them something to look forward to."

Chief Danny Morris, Big Trout Lake



“I fully support its endeavours in promoting literacy and the camps are very instrumental in ensuring that children continue to display their love of reading throughout the school year. A number of children that I have met have expressed they cannot wait until summer comes because that is when they can attend camp and they can have fun with their friends all the while learning and reading!”

Grand Chief - Stan Beardy



THE DRUMBEAT CONTINUES

The 2011 Lieutenant-Governor's Aboriginal Summer Reading Camp program has been a great success building on the achievements of the last four years. This program is truly embedded in the participating communities. At a recent meeting of various Tribal Councils in Thunder Bay, communities not being served by these camps expressed great interest in having such a program. Word has got out that this is a great project!

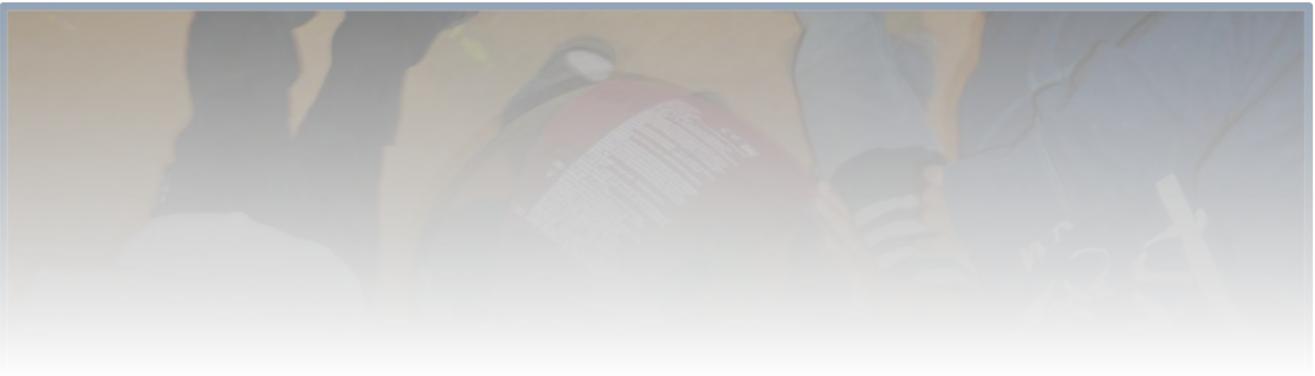
Feedback received from educators and parents in the community attest to the positive effects that the camps have on the children and youth, and the community as a whole that participate in the camps. Students who attended the program are performing better in school and display more positive learning habits and behaviours compared to those who do not. These habits also extend beyond the school as many are also reading more and interacting better with their parents at home.

The Camp has had a powerful impact on the northern counsellors, especially the youth as it provides them with a great leadership, learning and workplace experience. Former northern counsellors have gone on to post-

secondary education, some have been elected to band councils and others have found work and leadership roles in their communities.

The southern counsellors who have worked with this project have also had their lives changed for the better. They will always carry this crucible experience with them in their life journey.

The need is there...this project must continue. There are many challenges facing the First Nations in northern Ontario. The Lieutenant-Governor's Aboriginal Summer Reading Camp Program cannot solve these problems but it is part of a solution. It provides Aboriginal children with an enrichment opportunity that will have a resounding impact for years to come.





APPENDICES



Kashechewan First Nation Chief & Council

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Kashechewan, ON
P0L 1S0

Tel: (705) 275-4044
(705) 275-1054
Fax: (705) 275-1023

July 25, 2011

To Whom It May Concern:

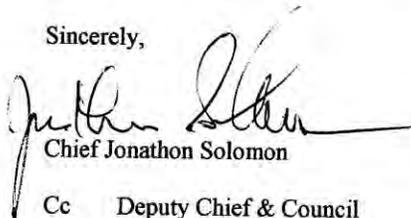
Re: Summer Literacy Camp

As Chief and Council, we are in support of the summer Literacy Camp that is provided in our community by Frontier College for the past few years.

The program provides the younger children in the community with comprehension skills, reading and a chance to further develop their social skills. The Literacy Camp itself has proven to be beneficial over the years, providing our children with educational tools for the future.

This program is one that we would like to see continued in our community over the summers to come.

Sincerely,



Chief Jonathon Solomon

Cc Deputy Chief & Council



Kashechewan Nursing Station

P.O. Box 243

Kashechewan, ON POL-1S0

Tel: 275-4444/4414 Fax: 275-1010

Your file Votre référence

Our file Notre référence

July 21, 2011

To Whom It May Concern:

My name is Scott Miller, I am the Nurse in Charge of the Kashechewan Nursing Station in Kashechewan, Ontario and I am writing this letter in support of the literacy camp being held in our community. I have had personal experience speaking with the councillors and the children attending the camp, as well my daughter, Alexandra, has been volunteering at the camp.

The councillors give the children of Kashechewan valuable exposure to the world of reading, art, constructive play, team building and sports. The camp is structured and monitored by the councillors, giving the children goals, values, and purpose with quantifiable results; a book read and comprehended, an art project completed, and a game played fairly and completely.

I was asked by the councillors to give a talk on hygiene and nutrition to the children. We discussed hand washing, teeth brushing, bathing, having clean clothes, and general cleanliness. The children lead the conversation by the questions I asked and everyone participated. We talked about nutrition from a First Nations perspective and the children, again, came up with all the correct answers; as to what foods to avoid or limit, and what foods were good and the different food groups, including moose and goose.

These camps are wonderful for the children as they provide some structure to their day; they demonstrate self respect, self esteem, and overall self worth, as well as a caring, nurturing environment to learn in. Any questions or concerns, please feel free to contact me anytime.

Sincerely,

Scott Miller RN A/NIC
Health Canada, FNIHB
Kashechewan Nursing Station
Kashechewan, Ont. POL 1S0
Phone: 705-275-4444 Fax: 705-275-1010
Email: scott.miller@hc-sc.gc.ca

Canada



Tel: (705)658-4726 (705)658-4500
Fax: (705)658-4657 (705)658-6565

MOOSE CREE EDUCATION AUTHORITY

Head Office Child Care Services Delores D. Echum

Composite School

P.O. Box 780	P.O. Box 780	P. O. Box 86
25 Pedabun Rd.	Moose Cree Complex	28 Amisk St.
Moose Factory, On	Moose Factory, On	Moose Factory, On
P0L 1W0	P0L 1W0	P0L 1W0
(705)658-4510		
(705)658-5611		

July 29, 2011

Ms. Cathy Mehagan
Regional Manager for Northern Ontario
Frontier College
895 Tungsten Street, Suite #1
Thunder Bay, ON
P7B 6H2

RE: SUMMER LITERACY PROGRAM

Dear Ms. Mehagan,

I am pleased to inform you that once again we had a very successful three week Summer Literacy Camp. Thanks to the sponsorship of Ontario Power Generation (OPG) in partnership with Frontier College. We had four University students as Camp Counselors who did an excellent job recruiting and hosting the camp this summer. The names of the four Counselors are Kaylee Muisekhan, Merle Clarkson, Sinthu Srikanthan and Candice Cascanette.

OPG hosted a "Reading Is Cool" day on the last morning of the camp which included a reading to the children from the book "Grumpy Bird" by President and CEO Tom Mitchell. The children were very attentive and all of the participants received a gift bag which contained a reading book at their age/grade level. A cheque was also presented to cover the costs for a new computer server required at the school to run the software literacy program called Fast ForWord.

On behalf of our community we wish to acknowledge the long term educational benefit of these camps and look forward to many more summers of reading and fun.

Sincerely,
John Beck, Executive Director of Education



HISHKOONIKUN
Δᵈσᵇ Education Authority

430 RIVERSIDE ROAD/P.O. BOX 210
KASHECHEWAN, ON P0L 1S0
TEL: (705) 275-1029/4538
FAX: (705) 275-4515

October 6, 2011

Jessica Bokhout
Aboriginal Program Coordinator
Frontier College
Thunder Bay, Ontario

This letter of support is for Frontier College's Summer Readers Program that runs in Kashechewan. The young children benefit from any literacy initiatives that occur over the summer. Frontier College's summer camp certainly fills the void of additional literacy programs that our community of 1800 certainly appreciates. HEA looks forward to continued partnerships with Frontier College regarding the enrichment of student life in our First Nation.\

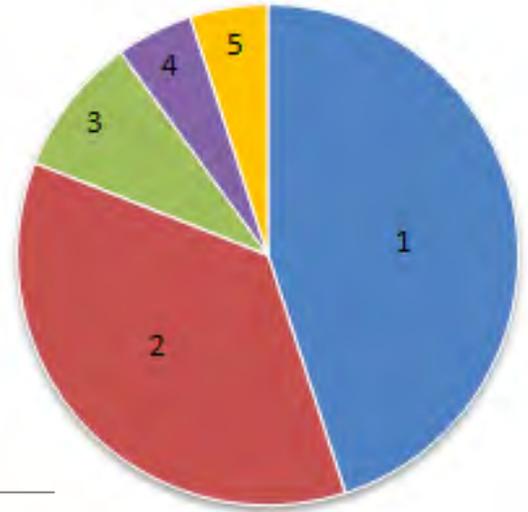
Sincerely,
HISHKOONIKUN EDUCATION AUTHORITY

Roseanne Sutherland
Director of Education Services

SUMMARY OF FINANCES

The following breakdown is based on average costs per camp.

1. Salaries and Benefits (44%) (Summer staff and permanent staff)	\$ 15,100
2. Travel (36%)	\$ 12,100
3. Evaluation and Administration (9%)	\$ 3,000
4. Materials, Supplies & Nutrition (6%)	\$ 1,900
5. Recruitment and Training (5%)	\$ 1,600
<hr/>	
Total	\$ 33,700



EVERY PLACE IS A LEARNING PLACE

INDOORS, OUTDOORS...



2011/07/01



HEALTHY BODIES, HEALTHY MINDS