



SUMMER LITERACY CAMPS

IN PARTNERSHIP WITH INDIGENOUS COMMUNITIES



2021 NATIONAL REPORT

Frontier
College

Collège
Frontière

Literacy:
Learning for Life.

L'alphabétisation,
Une leçon pour la vie.

Acknowledgements

In summer 2021, Frontier College was honoured to partner with 137 communities to deliver Summer Literacy Camps across Canada, from coast to coast to coast (see Appendix A). We are grateful to the children, parents, Elders, and community members who welcomed us into their communities and helped to make this summer a success!

This program was made possible by the generous support of our funders and partners:

Ahtahkakoop Cree Nation	Ontario English Catholic Teachers' Association
Air North	Ontario Ministry of Education
Alberta Ministry of Education	Ontario Power Generation
Amazon	Ontario Secondary School Teachers' Federation
BC Hydro	Ontario Teachers' Insurance Plan (OTIP)
Boeing	Ontario Teachers' Federation
Carcross/Tagish First Nation (CTFN)	Oromocto First Nation
Carrier Sekani Family Services	Prairie Valley School Division
Cenovus Energy Inc.	Prince Albert Catholic School Division
Central Urban Métis Federation Inc.	Rotary Club of Winnipeg
Community Initiatives Fund	Saint John's Legacy Foundation
Cree School Board	Saskatchewan Ministry of Justice and Attorney General
David and Patricia Morton Family Foundation	Saskatchewan Ministry of Justice
Elementary Teachers' Federation of Ontario	SaskWater
Elmwood Community Resource Centre	Scholastic Classrooms Care
First Book Canada	Slate Falls Air
Gordon & Ruth Gooder Charitable Foundation	Sturgeon Lake First Nation
Government of Canada	Surerus Murphy Joint Venture
Government of Manitoba	Tachane Foundation
Government of Ontario	TD Bank Group
Healthy Horizons Foundation	Thomas Sill Foundation Inc.
Hydro One Networks Inc.	United Way British Columbia - Thompson Nicola Cariboo Region
Kativik Ilisarniliriniq	United Way of Lethbridge & South Western Alberta
Let's Talk Science	United Way of the Lower Mainland
Living Sky School Division	United Way Yukon
Makivik Corporation	Wasaya Airways
Manitoba Ministry of Municipal Relations	Winnipeg Foundation
McCain Foundation	Wolastoq Education Initiative
Mining Matters	Woodstock First Nation
Nooaitch Indian Band	
North Star Air	
Northern Lights School Division	
Nunastar Properties Fund for Northern Children	
Nunatsiavut Department of Education	
Nunavut Department of Education	



Frontier College acknowledges TD Bank Group as lead national sponsor of this program.

Literacy changes everything

At Frontier College, we know that literacy is more than the ability to read and write. Strong literacy skills empower young learners to engage with the world meaningfully and confidently. When a child feels supported and encouraged along their learning path, they are more likely to develop their reading, writing, and math skills, as well as a more positive relationship to learning.

COVID-19 has dramatically affected children’s learning routines. UNESCO data finds pandemic-related school closures lasted 22 weeks on average worldwide—about two-thirds of a typical academic year. [1] Canada exceeds this global average, with complete and partial school closures accounting for 31-40 weeks nationally. [2]

Frontier College remains committed to helping learners build their literacy skills, no matter the obstacles. Summer Literacy Camp, run in partnership with Indigenous communities, is a key step to preventing “summer learning loss”—the loss of skills between one school year and the next—which has been compounded by COVID-related school closures. [3]

Summer Literacy Camps would not be possible without the support of our funders and our dedicated community partners. Across the country, 137 communities partnered with Frontier College this year to support children and provide impactful literacy programs. We are honoured to be welcomed into so many communities and proud to be these communities’ literacy partner of choice.

“[S]tudents in Grades 1 to 3 who struggled with reading before the pandemic were six months further behind after 2020’s extended school closures.[4]

—George Georgiou, Professor, University of Alberta



Group game in Taloyoak, Nunavut

History and vision of the camp program

Since 2005, Indigenous communities across Canada have partnered with Frontier College to promote their children’s opportunities and achievements through Summer Literacy Camps. Camps use a daily curriculum of literacy-embedded activities to reduce summer learning loss and support children’s ability, enjoyment, and confidence as readers. Community members and Elders also participate as role models and educators, helping to shape the camps by incorporating cultural learning and traditional language learning. They are also an active, encouraging presence for campers. Research confirms that First Nation, Métis, and Inuit students experience the greatest success when their culture, language, and identity are reflected in their learning.[5] Moreover, all student outcomes are most improved when parental and caregiver involvement affirm the value of education and motivate and encourage student engagement.[6]

Summer 2021 was a difficult time for many Indigenous communities. Yet, the resilience of these communities in the face of profound challenges coming as a result of COVID-19, extreme forest fires, and drinking water advisories has been nothing short of incredible. Many communities were forced to evacuate their homes due to the forest fires that ripped through several regions throughout the summer. In other communities, people were asked to self-isolate at home for extended periods to slow the spread of COVID-19. Still others faced water shortages as a result of widespread and prolonged drinking water advisories. Despite these difficulties, communities invited Frontier College back for a summer of programming, proving that for many learners, literacy programming is not a luxury—it’s a necessity.



**Getting ready to read in
Yale First Nation, British Columbia**

“It will be good for the kids to have the activity packages to work on once they get back to the community. It will help to keep their minds off the wildfires.”

—Community partner, Red Sucker Lake, Manitoba



CAMP IN NUMBERS

REACHED 4,224 CHILDREN

DELIVERED OVER 6,600
LEARNING KITS

DISTRIBUTED 31,990 BOOKS

HOSTED 708
COMMUNITY
VISITORS

RECEIVED 1,495
PARENT VISITORS

WELCOMED 219 GUEST
PRESENTERS

How camp works

Summer Literacy Camps provide children aged 5-12 with the support they need to improve their reading, writing, and math skills as well as develop a greater sense of self-confidence and a positive relationship to learning. Summer Literacy Camps programming is designed and run through a close partnership between Frontier College and local communities.

This summer, to ensure that children could access learning materials safely, Summer Literacy Camps followed one of three scenarios:

Scenario 1

Full camps with local counsellors

Scenario 2

Supporting community literacy and learning activities

Scenario 3

Supporting families at home with literacy kits and learning resources



Confidence-building and crafts in Eabametoong First Nation, Ontario

Impact on campers

Summer 2021 was a period of change—and possibility! As public health restrictions eased, Frontier College worked with community partners to deliver impactful summertime literacy programs to children in a safe and accessible way. Whether it was through outdoor, in-person programs, at-home learning kits, or a combination of modes, our staff and volunteers ensured that learners were receiving engaging learning supports as well as free, age-appropriate books.

While we know that every Summer Literacy Camp is unique, at Frontier College we also recognize the benefits of looking at the bigger picture to understand the impact of camp across the country. Across Canada, learners were happy to report that camp had a positive impact.

What campers said:

95% said that camp **increased or maintained their interest in reading and learning**

88% said they **feel more confident in their reading skills** after attending camp

97% said they **enjoyed participating in camp**



Nature walk in Cree Nation of Waskaganish, Quebec

What parents and caregivers said:

90% said that **their child is reading more** since attending camp

98% said that **camp helped prepare their child to return to school**

98% said that **camp was valuable for their child, family, and community**



Art and craft work in progress in Eabametoong First Nation

Impact on communities

Community learning is a key aspect of camp—Elders, community members, and local camp counsellors make each learning environment reflective of and relevant to campers' lives. They are the reason that camp is so impactful, interesting, and inspiring!

Across Canada, 219 guest presenters visited camp to lead discussions or activities with the campers. 1,495 parents or caregivers and 708 community members also visited camp to read a book, play a game, or just observe. Their presence helped to celebrate campers' achievements and make each camp a unique community experience.

With support from our publishing partners, Frontier College distributed 31,990 free, high-quality books, including books by Indigenous authors, throughout the summer. Research finds that access to books in the home can have a positive effect on brain development, literacy skills, and language development.[7] Providing children with the kinds of books they want to read—books that are exciting, engaging, and relatable—helps nurture a love of reading in even the youngest of campers.

We also distributed over 6,600 learning kits to families from coast to coast to coast. Each learning kit comes with a workbook—designed by our staff with learners' specific needs in mind—as well as brand-new children's books and craft supplies. For children and families who could not access in-person camp programming this year, these kits were a fun way to stay engaged with reading.



Learning kit distribution, Clearwater
Dene Nation, Saskatchewan



Reading Time in Fort McKay, Alberta

"I want to thank you for all the hard work putting together the activity packages. It has been a really tough year. The community really needs this."

—Community partner, Split Lake, Manitoba

"I'm going to miss Literacy Camp but I am happy that I have more books to read!"

—Camper, Sandy Bay, Saskatchewan

Community spotlight

This year, despite the challenges brought on by COVID-19, many community members were able to attend camp and share their knowledge and experiences with campers, highlighting the value of intergenerational community learning. Here is one community story from the Truth and Reconciliation Camp in Winnipeg, Manitoba:

Frontier College partnered with Community Education Development Association Winnipeg Inc. (CEDA), the Winnipeg One School Division, and the Winnipeg Foundation to bring Truth and Reconciliation curriculum to camp. Local counsellor Iroc Levasseur is from the Ebb and Flow First Nation. Her great-grandmother, grandmother, and great-aunt experienced Residential School.



Jeannette Daniels is a Residential School Survivor and Iroc's great-auntie. She attended the Sandy Bay Residential School for seven years starting at age five. She was surprised when her sister reached out to her to see if she would speak to groups of youth and answer questions about her experience.

As a Residential School Survivor, "It was difficult to remember the awful thing[s]...but it's really important for the youth to learn about things like Reconciliation," said Jeannette. "It starts with learning and understanding the full history. Acknowledging the harm and understanding the impact of Residential Schools. By telling my story to Indigenous and non-Indigenous youth, we were able to start a conversation about Reconciliation and how to support and be an ally. They were able to learn from not only my story but also each other's experience."

Local hiring

Local employment has always been a significant feature of Summer Literacy Camps and a metric we strive to increase year over year. Hiring local youth as camp counsellors allows us to leverage local talent and support community capacity building. It also provides a platform for youth to act as role models! This summer, we continued to run camp programming without deploying Southern counsellors in Northern communities, a practice in keeping with local communities' COVID-19 health protocols.

Similarly, we did not convene any large in-person camp trainings, opting instead for virtual training, one-to-one or small-group trainings, and—in locations with alumni counsellors—train-the-trainer models.

"I am pleased that the instructors have incorporated Blackfoot ways of knowing as I have noticed that my daughter has been engaged and was very proud to share her Blackfoot name. I also like that all subjects are taught throughout the week and there is a wide variety of activities for the students." —Parent, Kainai Nation, Alberta



Camper and counsellor writing together, Elmwood, Manitoba



Camp counsellor from Sandy Lake First Nation



Camp counsellor from Kitchenuhmaykoosib Inninuwug

100%

of counsellors said that **camp provided an enriching learning experience** for campers

100%

of counsellors said that camp **helped campers strengthen their confidence and self-esteem**

97%

of counsellors said that working at camp provided them with **positive work experience**

"The camp was terrific; J. [Summer Camp Coordinator] is brilliant!"

—St. Paul School Principal, Lethbridge, Alberta

**Message from
Sandy Lake First Nation**



**P.O. BOX 12
SANDY LAKE, Ontario
P0V 1V0**

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October 14, 2021

Frontier College
895 Tungsten St. Suite 1
Thunder Bay, ON P7B 6H2

To Whom It May Concern:

RE: Successful Summer for Literacy Program in Sandy Lake, Ontario

We are providing the camp counsellors of the Literacy Camp with this letter of support. It is evident in the community that the youth have been involved in positive, constructive activities.

We are very happy to have the Lieutenant Governor's Aboriginal Summer Reading Camp Program since its inception in Sandy Lake, Ontario. The Chief and Council would like to continue this endeavour next summer to promote literacy to the youth in the community of Sandy Lake First Nation. This endeavour would increase our knowledge in the community and provide a solid foundation in communicating in the English language which is the dominant language in today's modern world.

We appreciate your understanding and cooperation on this matter.

Sincerely,
CHIEF AND COUNCIL
Sandy Lake First Nation

Chief Delores Kakegamic

Deputy Chief Marcel Linklater

Message from Buffalo Narrows

July 23rd, 2021

To whom it may concern,

I am writing this letter to express my gratitude for this year's summer literacy camp. My 7-year-old son Emmett attended camp this year and really enjoyed the experience. Emmett loves to read, do crafts, and learn about science. Emmett is an only child and has missed socializing and team sports due to covid-19 restrictions. Aaron and Shelby provided a great summer literacy program. We enjoyed the virtual programming which allowed us to do things together as a family.

The books we received helped us get back into a good family reading and bedtime routine. Emmett went to bed excited every night as he anticipated the next day's activities. We really enjoyed the crafts, read aloud, science experiments, scavenger hunts, tours, and games the ladies planned. As a teacher myself, it was enjoyable to have someone else plan the activities and be a participant instead of a leader. Aaron and Shelby were always well planned, prepared and had highly creative ideas. Shelby and Aaron interacted in a very welcoming and encouraging way, which helped my very shy child feel safe and willing to participate.

I know from my online teaching experiences during covid it can be tricky to provide programming online and make it interesting, but the girls did an excellent job. I do think attendance was on the lower scale as the face-to-face camps in the past tend to be more popular for working parents. I am grateful that our family got to participate in the online virtual literacy camp this year. It really gave our son something to look forward to as our camping plans were postponed due to forest fires. Our family had an excellent experience with literacy camp once again! We look forward to participating again next summer!

Thank You,

Mandy Beaudin

Teacher

Twin Lakes Community School

Buffalo Narrows

Message from Sumas First Nation



Semá:th Sumas First Nation

2788 Sumas Mountain Road, Abbotsford, BC V3G 2J2
Telephone: (604) 852-4041 · Fax: (604) 852-4048

To Whom it may concern:

I wanted to express my gratitude on behalf of Sumas First Nation, for the generous donation of supplies provided by Victoria from Frontier College.

We had 30 children attending our Summer Reading Program this August, each child in attendance received a box of Supplies (Reading books, Activity Book, Notebooks, Felts, Crayons, Scissors, glue, writing utensils, cardstock, playdough, bubbles etc.). These supplies helped us keep the children entertained and engaged through crafting, card making, and science projects. The pictures below the students were working on creating Fireflies.



Each Child received their own box to work out of until the end of the program, they then got to take their supplies home with them. The Individually packed boxes were very helpful, With Covid-19 we tried to eliminate as much sharing as possible, which can be hard to do with young children. It was easy for them to have ownership of their supplies; the supplies they took out of their box they would put it back in at the end of each day. I believe knowing they were able to take home the supplies at the end of the program excited the children and helped them put the extra effort in to taking care of their supplies.

Our Teacher Ms. Maddison would provide reading support to each child. This was our first year with facilitating a summer program, we were short on books, the supplied books became very useful to each child. It was heartwarming that the majority of the books donated were by Indigenous Authors. Giving our children the opportunity to read books including Indigenous Culture, proved a sense of belonging in our class room.

Thank you ,
Alana James

Message from Rigolet

August 5, 2021

Frontier College
Summer Literacy Program
C/O Brenna MacIntyre

Dear Ms. MacIntyre:

It is my pleasure to write this letter in support of the Summer Literacy Program that is happening in our community of Rigolet.

The events that take place has had a positive response and attendance from residents both online and in person. Due to Covid, recreational programs have come to a stand still and activities are still not up and running. Events such as the scavenger hunt has proven popular, as parents and children are hunting for the books and sending photos via social media, which show that the children are having fun. Adults, seniors in particular, have been waiting for the weekly card games to resume and the group had successfully scheduled that in on Thursday evenings. It is as if the community is coming alive again with the program.

We cannot express how important our language and culture is and everyday there is an Inuktitut Word of the Day. It is not just a word of the day; there is a question, which people answer. The group hold activities that keep the children thinking and moving. I hear they have been taking local recipes with emphasis on our culture. I think that is also remarkable.

It is a truly successful program and I commend all that is involved in making it so. I hope to see this program continue, as the activities bring happiness and movement to both adults and children of all ages. Congratulations to all!

Sincerely,



Carlene Palliser
Ordinary Member for Rigolet
Nunatsiavut Government

Message from Taloyoak

July 30, 2021
Kathryn Brownlee, RN/PHN
Taloyoak Health Center
Taloyoak, Nunavut

My name is Kathryn Brownlee. I am a Registered Nurse presently working in the role of Public Health Nursing in Taloyoak, Nunavut. I am writing this letter in support of the Literacy Program running over the summer here in Taloyoak.

Ms. Claudine Bodson, one of the teachers for this Literacy Program asked me if I would participate in this program in the form of a presentation on agreed upon health topics combined with a tour of the Taloyoak Health Center.

It was a joy to participate in this program. The 16 children, ages 5-12 years, appeared to find the tour of the health center interesting and asked many appropriate questions. They were introduced to staff and given explanations for the use of the varied rooms and roles of the staff. We all then gathered in the conference room and talked about the types and importance of teeth and their care, what a healthy diet consists of (including the importance of reading labels on the food containers for the amount of sugar content), the dangers of sugar to the body, products with caffeine and the safe amount that can be consumed with each age group, the dangers of too much caffeine, the wonders of water, bike safety, home safety, vehicle safety, school safety (including a brief talk on bullying and getting help for someone in need), the importance of play every day, the importance of enough restful sleep, and the importance of vaccines.

Again, the children asked important questions and shared their knowledge on these topics. They stayed engaged for the 45 minutes and we all had a few laughs. Each child was then given a small "grab" bag with little gifts from the health center which they appeared to really enjoy and were then discharged with the teachers at lunch time. The children were attentive, listened to guidance quite well, and appeared to enjoy the entire time together. The teachers were helpful in guiding the students throughout the tour and also contributed their knowledge on some of these topics which was much appreciated.

Collaborating in this way, the children are modelled a form of teamwork and are given an opportunity to learn similar information taught in the literacy program in a practical way, as explained through the roles that nurses, doctors, specialists, mental health workers, home care nurses, dental staff, and health center staff carry out for the clients of the community. This gives them additional knowledge and a stronger sense of their community. They were able to see my brief notes which was an example of the importance of reading and writing. They listened attentively as I briefly checked my notes so that they would hear the vocabulary I was using related to themselves and everyone in the room. Once in awhile I was asked to clarify what something meant, so I would explain the answer in a different way so that their comprehension would improve. We kept the topics short and concise to keep their attention, utilized all the senses in absorbing the information (touch, sight, practice with the mouth sounding out words) and included briefly some of the Inuit ways of learning and individual priority needs.

In communities with limited resources and challenges with many of the social determinants of health, these literacy programs provide not only a learning environment, but a social, fun, structured, unique and free environment for both the children and adults to participate in together, building healthy individual, family, and community capacity.

Thank you for this wonderful opportunity as a participant in your Literacy Program.

Sincerely,
Kathryn Brownlee

Conclusion

As we look ahead to the return of more in-person programs and activities, we are proud of what Summer Literacy Camps accomplished this year. We would like to thank our funders for your support of Frontier College and confidence in the power of literacy. We would also like to thank our partner communities for inviting us to join them on this literacy journey and welcoming our ideas as we work together to support young learners across Canada.

While the evolving COVID-19 public health emergency challenged our traditional program models and produced new needs within the communities we serve, working closely with community partners has allowed us to provide consistent, conscientious, and collaborative literacy supports to communities across Canada. In collaboration with Indigenous community partners, and alongside dedicated funders and supporters, Frontier College ensured that thousands of children across the country were able to learn, grow, and explore their potential through literacy.

Camp grew out of Indigenous communities' desire to support and celebrate their children's literacy and learning, and we remain deeply grateful to campers, their families, and communities for their partnership and participation. We are already looking forward to working together again next year.

See you next summer. Thank you for believing in the power of literacy!



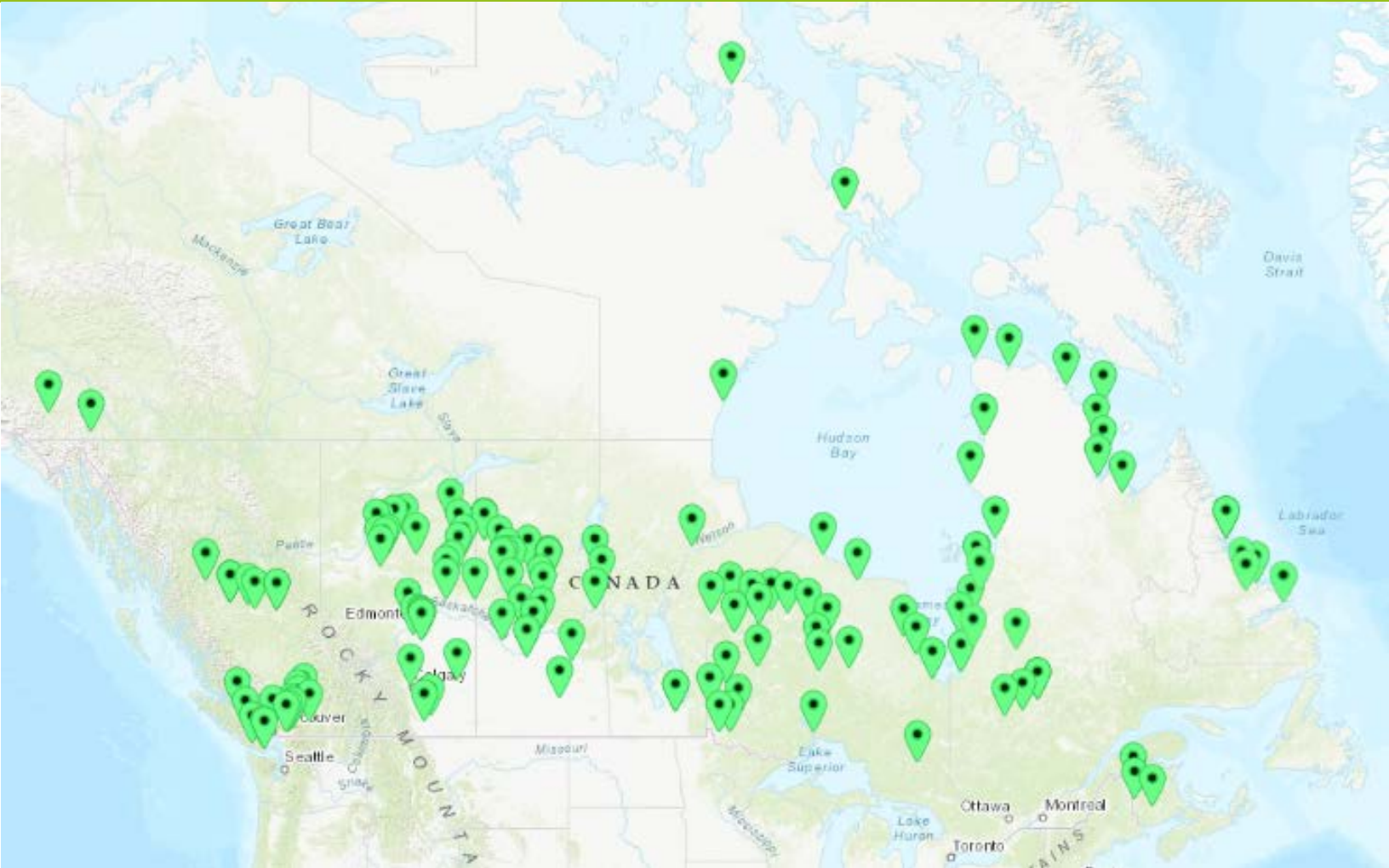
Playground break at Woodstock First Nation, New Brunswick

Citations

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Appendix A

2021 Communities



ALBERTA (27)

- Anzac
- Atikameg
- Beaver Lake Cree Nation
- Bigstone Cree Nation
- Cadotte Lake
- Cold Lake First Nation
- Conklin Métis
- Ermineskin Cree Nation
- Fort McKay
- Gift Lake First Nation
- Goodfish Lake First Nation
- Grouard
- Heart Lake First Nation
- Janvier
- Kainai Nation
- Lethbridge (urban camp)
- Little Buffalo

- Loon River First Nation
- Louis Bull
- Ma-Me-O Beach
- Montana First Nation
- Paul First Nation
- Peavine Métis Settlement
- Peerless Trout First Nation
- Samson Cree Nation
- Tsuut'ina Nation
- Wabasca-Desmarais

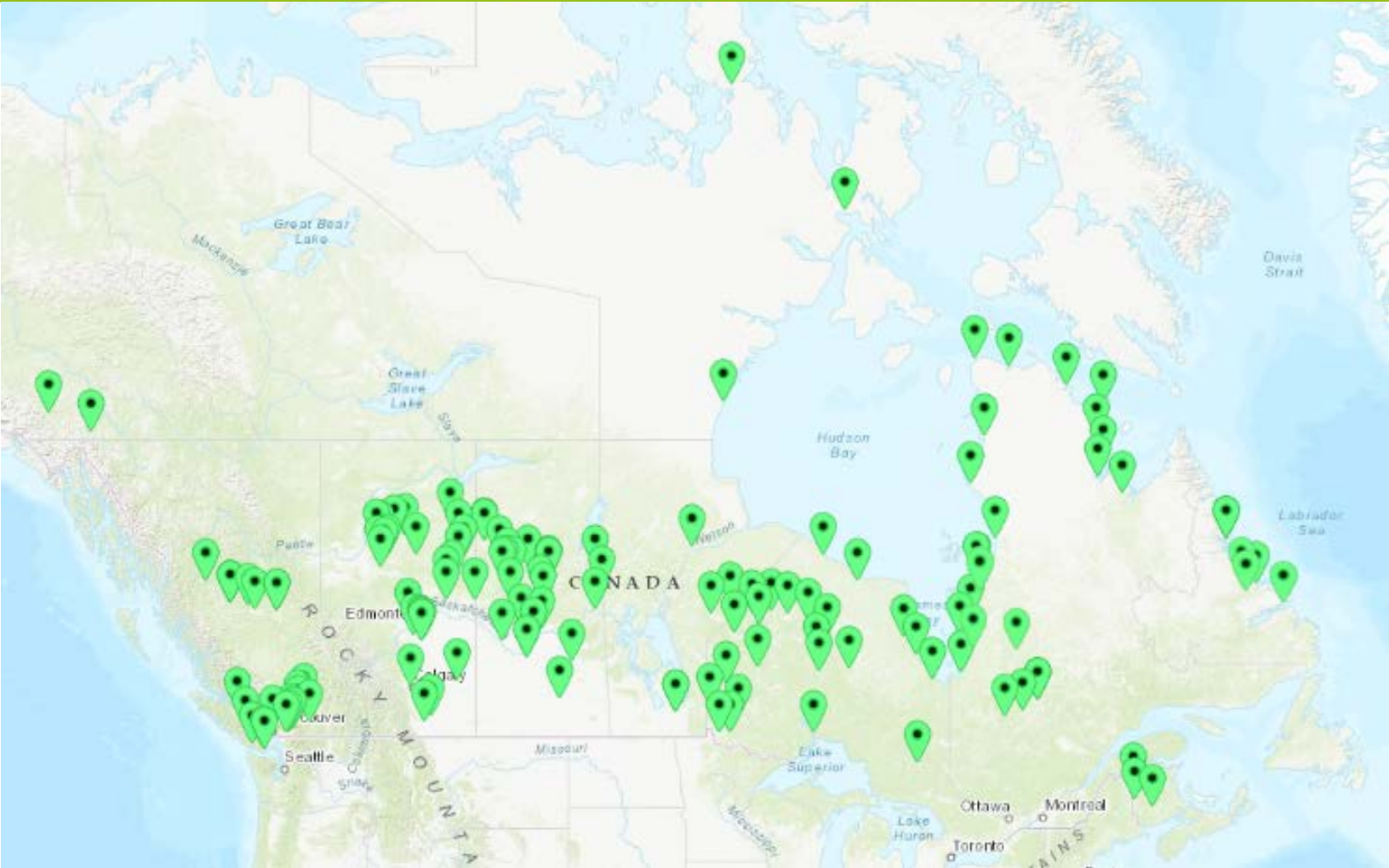
BRITISH COLUMBIA (23)

- Sci'ianew First Nation (Beecher Bay)
- Pacheedaht First Nation
- RayCam Cooperative Centre
- Nooaitch Indian Band
- Ditidaht First Nation
- T'Sou-ke First Nation
- Tzeachten First Nation
- Nadleh Whut'en first Nation
- Leq'a:mel First Nation
- Sumas First Nation
- Takla First Nation
- Saik'uz First Nation
- Cheslatta Carrier Nation
- Skin Tye Nation
- Yekooche First Nation

- Nee Tahi Buhn
- Wet'suwet'en Nation
- Ts'il Kaz Koh First Nation
- Yale First Nation
- Boothroyd Indian Band
- Spuzzum First Nation
- Sts'ailes
- Sasamans Society

Appendix A

2021 Communities



NEW BRUNSWICK (3)

- Tobique First Nation
- Oromocto First Nation
- Woodstock First Nation

NUNATSIAVUT (5) (NEWFOUNDLAND AND LABRADOR)

- Hopedale
- Makkovik
- Nain
- Postville
- Rigolet

YUKON (2)

- Carcross/Tagish First Nation
- Champagne and Aishihik First Nations

ONTARIO (23)

- Attawapiskat First Nation
- Big Grassy First Nation
- Bearskin Lake First Nation
- Cat Lake First Nation
- Eabametoong First Nation
- Eagle Lake First Nation
- Fort Albany First Nation
- Fort Severn First Nation
- Kasabonika First Nation
- Kitchenuhmaykoosib Inninuwug/
Big Trout First Nation
- Marten Falls First Nation
- Mattagami First Nation
- Moose Cree First Nation
- Muskrat Dam First Nation
- Neskantaga First Nation
- Onigaming First Nation
- Peawanuck First Nation

- Sachigo Lake First Nation
- Sandy Lake First Nation
- Slate Falls First Nation
- Wabaseemoong First Nation
- Webequie First Nation
- Whitesand First Nation

MANITOBA (5)

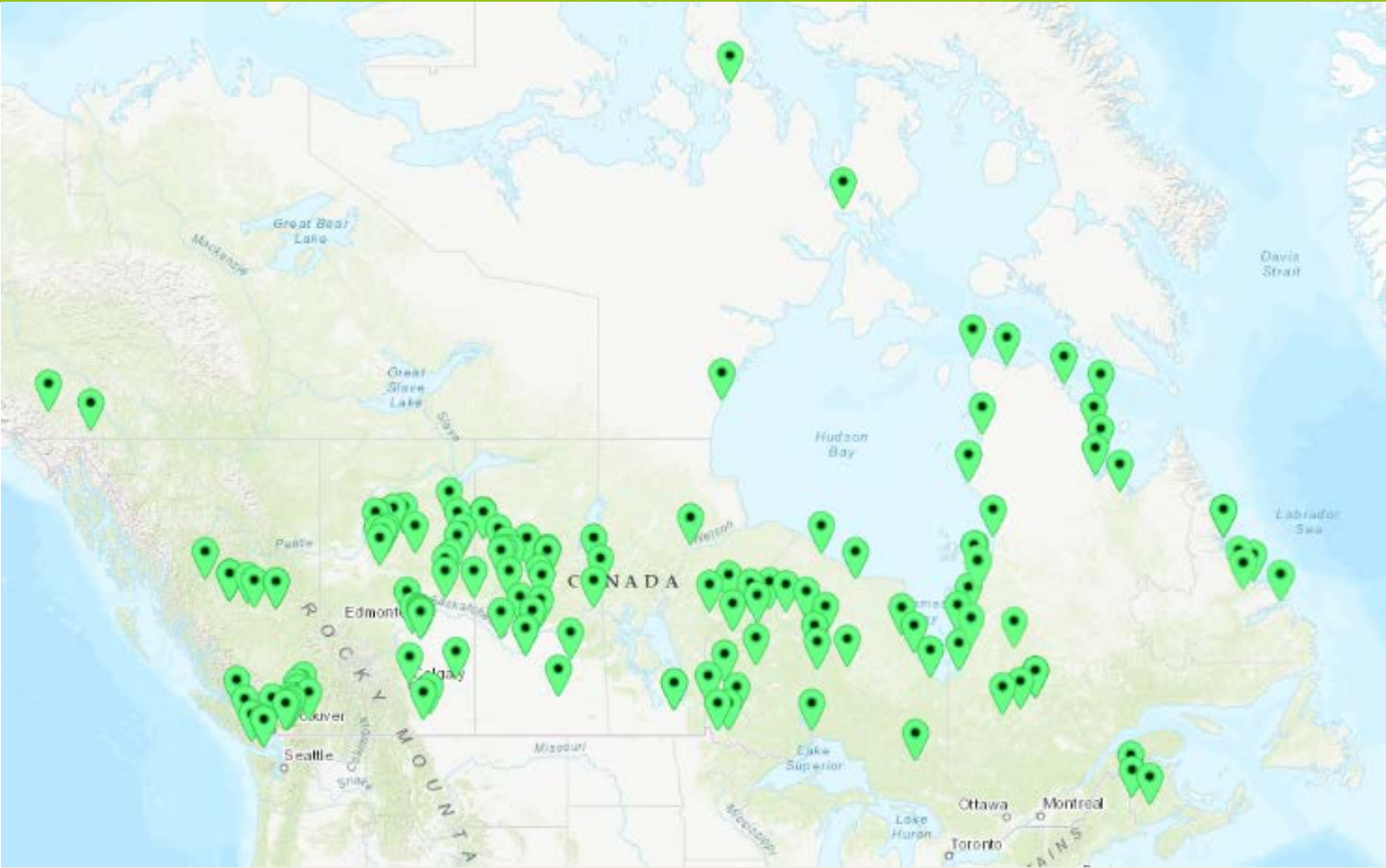
- Elmwood/Chalmers
- Red Sucker Lake
- St. Theresa Point
- Split Lake
- Truth & Reconciliation Camp, Winnipeg

NUNAVUT (3)

- Arviat
- Naujaat
- Taloyoak

Appendix A

2021 Communities



SASKATCHEWAN (25)

- Ahtahkakoop Cree Nation
- Air Ronge
- Beardy's and Okemasis Cree Nation
- Beauval
- Bells Point
- Buffalo Narrows
- Clearwater River Dene Nation
- Cole Bay
- Creighton School Division
- Cumberland House
- Fishing Lake First Nation
- Green Lake
- Jans Bay
- La Loche
- La Ronge
- Living Sky School Division
- Île-à-la-Croix School Division
- Northern Lights School Division

- Pinehouse
- Prairie Valley School Division
- Prince Albert Catholic School Division
- Sandy Bay
- Sturgeon Lake First Nation
- Timber Bay
- Weyakwin

QUEBEC - EYYOU ISTCHEE (9)

- Chisasibi
- Eastmain
- Mistissini
- Nemaska
- Oujé-Bougoumou
- Waskaganish
- Waswanipi
- Wemindji
- Whapmagoostui

QUEBEC - NUNAVIK (12)

- Aupaluk
- Inukjuak
- Ivujivik
- Kangiqtujuaq
- Kangirsuk
- Kuujuuaq
- Kuujuaraapik
- Puvirnituaq
- Quaqtaq
- Salluit
- Tasiujaq
- Umiujaq

SUMMER LITERACY CAMPS



Arts
and Crafts

Outdoor
Games

Group
Storytelling

Science
Experiments



Free Books



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Learning for Life.

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