

A Community/District Literacy

Plan

For Revelstoke

July 2010



School District 19
(Revelstoke)

Revelstoke Literacy



Action Committee



Revelstoke Community/District Literacy Plan

Revelstoke Board of Education

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A. Context & Literacy Partners

Over the last decade, much has been done to further and expand literacy work in Revelstoke. Examples include planning sessions, development of the Literacy Action Committee, quality community literacy programs, annual goal setting and strong partnerships. All of our planning efforts have started with a focus on the many learning and literacy assets in our community.

The population of the City of Revelstoke was 7,230 as of May 2006.

Our district and community are fortunate to have had support and funding from the Columbia Basin Trust (CBT) for a several consistent years. This funding has helped to support the development of a community literacy advisory committee and the work of the Columbia Basin Alliance Literacy (CBAL). CBAL has supported community coordination and coordination of the Revelstoke Literacy Action Committee.

A Community Literacy Plan was developed with funding from Literacy Now, beginning in 2005. The existing literacy plans were integral to our community and district process in developing our December 2007 and June 2008 and 2009 plans, and now our July 2010 Community-District Literacy Plan Update.

The Revelstoke Literacy Action Committee has shepherded the prioritization, implementation and evaluation of annual planning since 2005 and has continued that role for the 2008 plan and the 2009 and 2010 Community-District Literacy Plan updates.

The Revelstoke Literacy Action Committee includes cross-sectoral representation and continues to seek involvement from sectors throughout the community. The Committee is supported by the Literacy Outreach Coordinator, generously funded by the Ministry of Education.

All sectors within our district are committed to maintaining and improving literacy services and access to these services for all members of our community.

Appendix I lists the current active and associate membership on the Revelstoke Literacy Action Committee.

B. Literacy Plan Development Process

The literacy planning process has continued to be guided by three long term goals:

Goal 1: Sustain and strengthen the existing learning programs and resources that encourage children, young people, and adults to become literate and to enjoy literacy activities.

Goal 2: Provide resources and supports for those children, youth and adults who may not be engaged in literacy activities.

Goal 3: Learning and literacy activities will become embedded in community settings.

A review of the 2009-2010 Planning Process:

June 2009: updated submission of Community/District Literacy Plan

October 2009: Literacy Action Committee meeting

- Program identification/prioritization process based on funding available.
- Information provided on family/community literacy, adult literacy, ESLSAP and literacy special projects.

October 2009: Presentation to the Revelstoke Board of Education by Community Literacy Outreach Coordinator.

February 2010: Literacy Action Committee meeting

- Update reports from family/community literacy, adult literacy, ESLSAP and literacy special projects.
- Announcement of the continuation of the Literacy Outreach Coordinator (LOC) position and funding.
- Neighbourhood Learning Centre update provided by Revelstoke Board of Education
- Introduction of the Essential Skills and Youth Sub-Committees.

April 2010: Literacy Action Committee Meeting

- Report on implementation/news and updates from early learning/family/community literacy, adult literacy, ESLSAP and literacy special projects.

June 2010: Community Literacy Celebration and Planning Meeting

- Review and thorough update of the community literacy assets list
- Review strategy and actions outcomes for 2009-2010.
- Provide input for 2009-2010 implementation priorities: *see 2010-2011 Planning*

Next steps

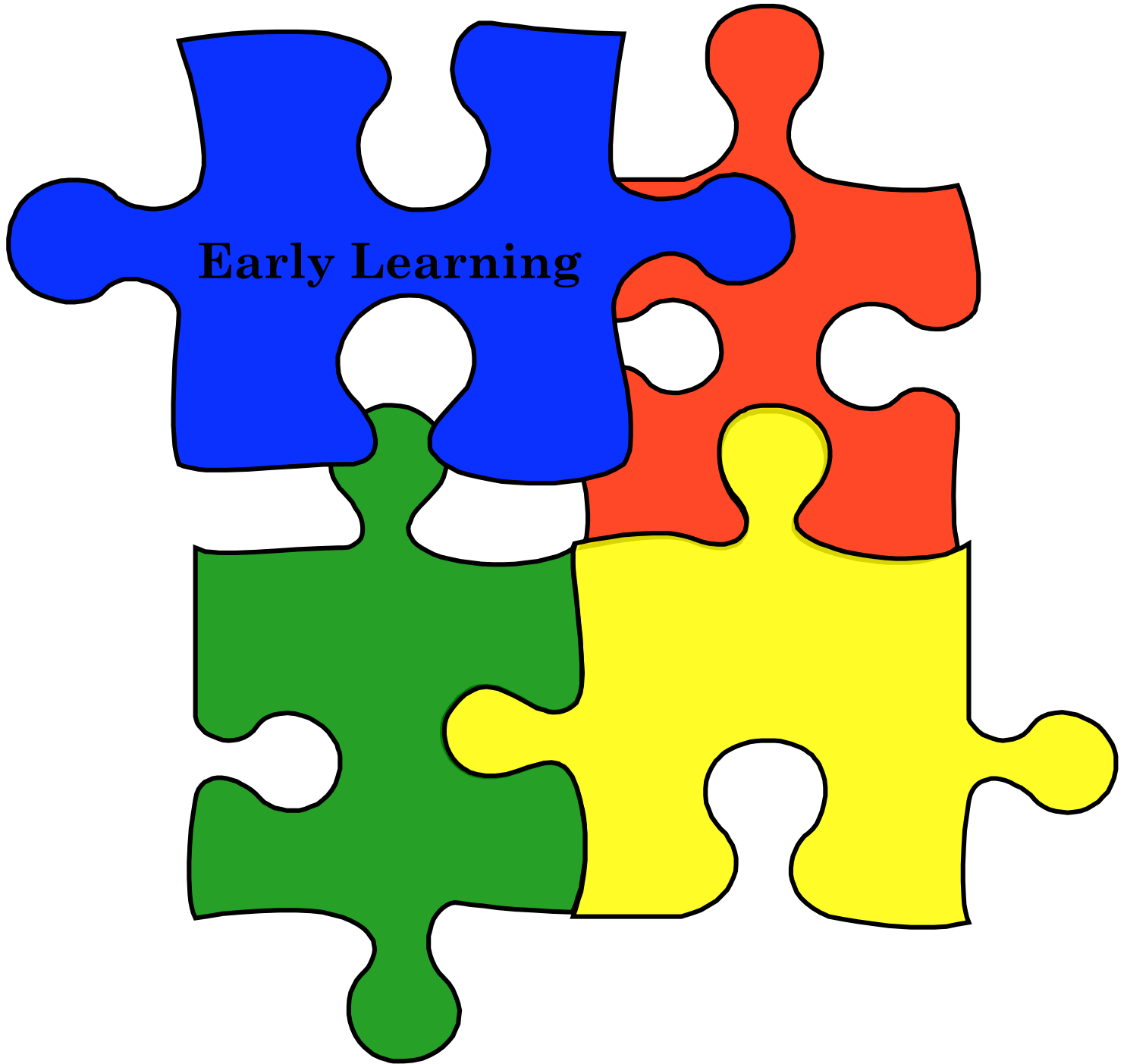
September 2010: Prioritization of implementation based on funding available.

C. Evaluation of The 2009-2010 Plan

Our planning efforts started with a focus on the many learning and literacy assets in our community. The 2009/2010 review of implementation has once again revealed the depth and breadth of the work that has been accomplished by the community. The scope of the literacy assets list and the number of strategies and actions that have been addressed or are continuing to be addressed provide evidence that progress is occurring and that this is truly a community wide effort. From this information a status update was prepared for all strategies and actions identified in our planning process.

To accurately reflect the scope of the 2009-2010 community literacy work, examples from the year have been identified for each action throughout the plan. For each plan action, a lead role, status, and example help illustrate the multifaceted approach our community is taking to address our long term literacy goals.





Goal 1: Sustain and strengthen the existing learning programs and resources that encourage children, young people, and adults to become literate and to enjoy literacy activities.	Lead Roles	Status	
Objective 1: Sustain current programs and develop long-term directions			2009/10 Examples
Strategies and Actions			
Support a collaborative, rather than competitive, approach to funding, resources and programming	ECDC; all service providers	Ongoing	Annual ECD goal setting session/ sharing of information resources (ie. directory/ calendar)/ pooling resources.
Provide professional development opportunities to all early childhood development service providers, including kindergarten teachers.	ECDC; RCCS; CCRR; CC; CBAL; SD; IH	Ongoing	Roots of Empathy training; ECD fund for access to out of town learning opportunities. 2010: EDI Community Update Workshop for K teachers, Vanessa Lapointe workshop in spring 2010. Sign language workshop for child care providers and service providers.
Ensure clear communication between early childhood educators and kindergarten teachers to ensure quality program supports.	ECDC; all service providers	Ongoing	Participation of a kindergarten teacher at each ECD meeting; transition meetings; shared information via email.
Provide opportunities for a sharing of knowledge within the community. Local early childhood expertise is a rich source of information and a way to value the early childhood service providers of the community.	ECDC; SDC	Sustain	Ongoing sharing at ECD community table; community planning/ecd planning information gathering; information boards; presentation opportunities; Children's Services and Prenatal directories
Provide access to the BC Early Learning Framework for early childhood educators and early childhood service providers to assist in high quality, research-based program planning.	ECDC; RCCS	Distribution complete; ongoing follow up	Hardcopy framework documents were made available and distributed to ECE, child care providers, and ECD service providers by RCCS. The framework continues to be available to all individuals working in early childhood development, kindergarten and those considering the field.
Continue consistent family literacy and early learning programs. The programs must be there for families when they are ready to access them.	ECDC; RCCS, CC, CBAL, SD, IHA, ORL	Ongoing	Programs from 2008-9 were maintained through 2009-10. Examples include, but are not limited to: StrongStart, Leap Land, quality child care spaces, Mother Goose, StoryTime, Tales for Tots, Tiny Tickle, Ready Set Learn/3 Year Old Fair, PACT, Family Night Out, Read to Me Summer Reading program, Baby Talk

Objective 2: Provide accessible information, referrals and awareness of literacy programming and resources	Lead Roles	Status	2009/10 Examples
Strategies and Actions			
Maintain a listing of current early learning services, supports and contact information for wide distribution to all community organizations and the general public as per the Revelstoke Early Childhood Development Strategic Plan.	ECDC	Ongoing	Updates completed to Revelstoke Children's Directory and Prenatal directory and monthly young children's calendar to increased distribution list.
Maintain a strong referral system by maintaining and updating the flow of information using multiple forms of communication.	ECDC; all service providers	Ongoing	Focus Group conversations with parents indicate that word of mouth is powerful in our community. Cross-referral between programs and services is happening on an ongoing basis and communication is maintained through the ECD Committee. Materials used include the directories, brochures, calendars and ads in the Revelstoke Leisure Guide.
Provide information regarding the critical importance of the early years and early learning experiences. Build awareness through events, displays, ads and presentations	ECDC; service providers	Ongoing	Directories, presentations, ECD brochures, calendars, ECD board, posters, newsletters, displays at events, and ads in the Revelstoke Leisure Guide. Particular presentations requested for CBT Social Committee and Revelstoke Social Development Committee.
Objective 3: Provide programs that support learners' goals	Lead Roles	Status	2009/10 Examples
Strategies and Actions			
Increase the confidence and skills of family members to support the learning and literacy development of their children.	ECD service providers;	Ongoing	Mother Goose, Parents as Literacy Supporters, Books For Babies, StrongStart, Family Night Out, Tiny Tickle, Tales for Tots, StoryTime, Goose is Loose, Baby Talk, Read to Me Summer Reading Club, LeapLand, Ages and Stages Initiative
Ensure that early learning programs support the learning of all domains of the child with the understanding that the areas of learning are all inter-related. As stated in the BC Early Learning Framework, learning in one area is likely to support learning in all other areas.	ECD service providers; RCCS/CCR R	Ongoing	Sharing of information/resources; distribution of BC Early Learning Framework; discussions related to 'best practice' at ECD Committee and other relevant meetings; professional development. Distribution of Ages and Stages Initiative information.
Support parents and care providers in their efforts to learn about and create early learning environments and experiences that support their child's early learning.	ECDC; service providers, RCCS	Ongoing	Early Learning Resource Lending Library, Story Adventure Kits, PALS, Baby Talk (Talk, Read, Sing presentation), workshops, Ages and Stages Initiative.
Continue efforts, such as Ready, Set Learn, and StrongStart Early Learning Centre to connect preschool families to their neighborhood school. Feeling welcome and comfortable in schools will help families participate in their child's learning.	ECDC service providers; SD; IHA	Sustain	Ready Set Learn events and 3 Year Old Fair events were combined into one session in the spring of 2010 due to many circumstances that made the fall school-based sessions difficult to present. StrongStart Early Learning Centre.
Acknowledge and support the fact that early learning happens in all environments including but not limited to the home, child care, preschool and early learning programs.	ECDC service providers; RCCS	Ongoing	Mentor and model early learning opportunities in programs; ECD public awareness materials; information provided to parents; RCCS newsletter ; discussions at ECDC between early learning service providers.

Goal 2: Provide resources and supports for those children, youth and adults who may not be engaged in literacy activities.	Lead Roles	Status	
Objective 1: Address gaps in service for learners			2009/10 Examples
Strategies and Actions			
Complete planning work for ESL services for young children and their families.	OC, ECDC	Some progress	Welcoming and Inclusive Communities and Workplaces Program(WICWP) planning has continued. Ways to support ESL families is being explored. Okanagan College will offer a workshop in fall 2010.
Maintain strong partnerships to increase the community's ability to be responsive to unique/individual learning needs.	ECDC, SD19, RCCS	Ongoing	Collaborative partnerships, planning, sharing of resources. Access funds are made available in a contingency fund to address barriers
Objective 2: Reduce barriers to participation	Lead Roles	Status	2009/10 Examples
Strategies and Actions			
Continue to work with the Early Childhood Development Committee around addressing barriers. Programs and services must work with partners to address known barriers such as child care, timing, transportation, cost, lack of information.	ECDC	Ongoing	ECDC has established and maintained contingency access funds to assist with the costs associated to address barriers. Service providers continue to discuss ways to reduce barriers; specific examples of reducing barriers is available from ECDC.
Create welcoming, inclusive environments. Building relationship is key for successful outreach opportunities.	All ECD service providers	Ongoing	As part of best practice in early childhood education, service providers ensure a welcoming and inclusive environment and share ideas at ECDC. There are many exceptional models in the community. Members of ECDC are participating in the Welcoming and Inclusive Communities and Workplaces Program planning process as well. Building Inclusive Communities through Access and Action workshop provided by the Provincial Language Service and Okanagan College – June 2010
Ensure that programs are culturally sensitive and responsive.	All ECD service providers; OC	Ongoing	Efforts are being made to be culturally sensitive including participation in WICWP and anti-discrimination/anti racism training offered by OC. Resources have been collected by and are available for loan from RCCS. ECD Service providers participated in the Carousel of Nations celebration of multiculturalism. Planning for a multilingual Welcome to Revelstoke Guide is underway with WICWP and the Social Development Committee.
Ensure that resources are in place to support outreach to participants including providing staff time to build relationship and helping participants become comfortable in a program or accessing a service.	RCCS; SD; All service providers	Sustain	An Early Learning Support position is hired at RCCS to support early learning programs. Support services include additional staff to ensure responsiveness to participant needs, transportation assistance and resource supports. 'The Goose is Loose' program visited Play in the Park and events to introduce participants to the Mother Goose program off site.

Bring programs/services to the neighborhood of participants.	SD, RCCS, CBAL, ECDC	Ongoing	Parents as Literacy Supporters and Ready Set Learn are offered at neighborhood schools (with the exception of 2009 due to unforeseen circumstance) The Share the Word Book Exchange is in 8 locations for easy access There are discussions with ECD service providers about the feasibility of programs in specialized locations given the size of our population
Objective 3: Reduce stigma	Lead Roles	Status	2009/2010 Examples
Strategies and Actions			
Provide universal programs, open to all families and all abilities, to reduce the stigma of 'targeted' programs.	ECD Service providers	Ongoing	While programs are open and universal, we need to be aware that some individuals require a specific invitation and/or support to feel comfortable. This is part of best practice in programs and encouraged by the ECDC.
Provide universal child development screening (Ages and Stages Questionnaire)	ECD Service Providers	Ongoing	Ages and Stages Sub-Committee established to review process. Universal screening opportunities began January 2010. Parent Packages include questionnaire, support information and an activity guide to support development. Provided to all families of children turning 3 years old rather than targeted. The universal offer is made to 3 year olds – ASQs are also available upon request for any child up to 6 years of age.
Create environments that are welcoming to all learners.	ECD Service providers	Ongoing	There is no specific plan or document but service providers are cognizant of and have discussed the elements required to be welcoming including a personal greeting to participants ECDC members are sitting on WICWP to ensure that early learning environments remain part of the conversation.
Put staff supports in place to ensure that there is the ability to be responsive to participants (including some one on one support for some learners).	RCCS, CBAL, SD, CC	Sustain	Family Night Out has a high staff ratio to ensure the ability to be responsive to family needs, RCCS adds the Early Learning support staff member to programs such as StrongStart and Family Night Out to ensure responsiveness. SD has supported the Early Learning support position with Early Learning funds
Objective 4: Learners are supported in setting and reaching attainable goals	Lead Roles	Status	2009/10 Examples
Strategies and Actions:			
Provide parent education opportunities to learn about early learning and ways for families to support the learning of young children.	ECDC; service providers	Ongoing	Early Learning Resource Lending Library(new parent education resources added in 2009/10), Story Adventure Kits, Mother Goose, PALS , Vanessa Lapointe workshop, Parent and Community Together; StrongStart, Father Involvement literature distributed.
Provide many opportunities for families to support and enhance their child's development	ECDC; service providers	Ongoing	Variety of early learning programming, support services, events.
Provide early intervention in any early learning environment to ensure continued development for a child who may require extra support.	ECDC; IHA, CC; service providers	Ongoing	ECDC implemented a universal Ages and Stages Questionnaire for 3 year olds. Speech and Language Pathologist and other Early Learning Service providers are providing outreach intervention service. Intervention services work together to ensure a collaborative approach to supporting children and families in need of assistance.

Ensure that early childhood educators and care providers work closely with the Speech and Language Pathologist, recognizing that delays in speech and language impact literacy development.	ECEs; service providers; IHA; early hearing program	Workshop complete; ongoing consultation	Ongoing consultation and referral available IHA Speech and Language Pathologist visits early learning programs including preschools, child care centres, and Mother Goose. Baby Talk session provided All programs giving out the ASQ Questionnaire were provided with business cards to give out if a referral is requested or a parent has questions.
Provide parents with information about age appropriate speech and language development and the ability for parents to contact the Speech and Language Clinic regarding any concerns. Communication is a key skill in early learning and literacy development.	Service providers, IHA, ECDC	Ongoing	Speech and Language outreach participation at Mother Goose, Baby Talk, preschools and child care in addition to direct service with parents. Continuation of the IH Early Hearing program

Goal 3: Embed learning and literacy activities in community settings.	Lead Roles	Status	
Objective 1: Increase opportunities to engage in literacy experiences			2009/10 Examples
Strategies and Actions			
Provide literacy program and service information to all community service providers/program facilitators, media and information boards throughout the community.	CBAL; RLAC; OC; ORL; ECDC; SD; RCCS	Ongoing	Revelstoke Literacy Directory continues to be distributed; information provided in the City Leisure Guide which goes to all homes; Literacy Outreach Coordinator ensures information is distributed through email, bulletin boards and service providers
Maintain access to a children's book exchange locations throughout the community where children and families gather.	CBAL	Sustain	Eight locations of the Share the Word Book Exchange are maintained
Create and provide story extender kits so that families can discover ways to encourage early literacy experiences in their home.	CBAL	Ongoing	Seventeen Story Adventure Kits have been created and can be borrowed from CBAL programs, RCCS early learning lending library and StrongStart
Promote and enhance use of libraries (including Okanagan Regional Library, Early Learning Resource Library and school libraries)	CBAL; ORL; RCCS; SD; IH	Some Progress	Books for Babies and Books for Babies Library event, Revelstoke Literacy Directory; Leisure Guide (includes ORL programs and RCCS resource library). Request to expand us by hosting a collaborative meeting to increase library use in early learning field.
Include literacy opportunities at children's and other public events	CBAL; RCCS; SD; IH	Ongoing	Books provided as the prizes or gifts at community children's events (ie. Family Night Out Halloween Celebration, RCCS Christmas Party; Ready Set Learn/3 Year old Fair, Family Literacy Day events and Carousel of Nations)
Acknowledge and support the work that has been accomplished within the early childhood community to build literacy into all early childhood development programming.	RCCS; ECDC	Some progress	Child Care provider acknowledgment and presentation of a book/literacy materials at the Annual RCCS AGM First Annual Revelstoke Literacy Award 2 local early childhood educators received provincial recognition awards

Objective 2: Build a community culture that values learning and literacy			2009/10 Examples
Strategies and Actions			
Maintain the culture of valuing books that has already been established by the early childhood community.	CBAL; RCCS; SD; IH	Ongoing	Books provided as the prizes or gifts at community children's events (ie. Family Night Out Halloween Celebration, RCCS Christmas Party; Ready Set Learn/3 Year old Fair, Family Literacy Day events and Carousel of Nations, Building Family Libraries – books given to families by service providers)
Provide information and materials to build the case for early learning throughout the community, including municipal leaders.	ECDC	Ongoing	2009/10 presentations have been made to CBT Social Committee, the Revelstoke Social Development Committee and Rotary.
Ensure that literacy events such as Family Literacy Day include information about and a celebration of early learning.	CBAL; ECDC; RCCS	Ongoing	Family Literacy Day includes early learning events and opportunities
Create a public education campaign to ensure parents are aware of the critical role they play in early learning and literacy.	ECDC	Some progress	While information is being shared within early learning programs such as StrongStart, Mother Goose and PALS there is not currently an public awareness campaign plan
Create a local reading challenge, celebration and education opportunity called "Revelstoke Reads"	RLAC; CBAL	Not Addressed at this time	Newly identified initiative to be addressed in 2010-2011



Progress Summary:

Early Learning continues to be a high priority supported by strong partnerships within the community. The Early Childhood Development Committee continues to play a specific advisory, support and information sharing role. The BC Early Development Instrument research provided by the Human Early Learning Partnership indicates that District wide, only 6.7% of children were vulnerable on at least one scale of development in 08/09. This is a continuation of a downward trend in vulnerability, from 19.1% in Wave 1, and 12% in Wave 2. Revelstoke is the lowest vulnerability district in the province. The Ages and Stages Initiative began in January 2010. This initiative is a universal offer to parents of 3 year olds to fill in an Ages and Stages Questionnaire. It provides an opportunity for discussion about children's development and about services, supports and programs for children and families.



Schools: Reading Success in Schools

Background Information/Rationale: Analysis of district Kindergarten screening results and Grade 1, 2 and 3 reading assessments indicate a high level of success with our primary objective. Grades 4 – 7 reading assessments, anecdotal feedback from our secondary school staff and a review of individual profiles of students indicate that an enhanced focus on fluency and comprehension would benefit late intermediate and secondary students.

Goal: To Increase Students' Reading Achievement

Objective 1.1	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that 90% of our students are reading at grade level by the end of Grade 3. All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.	District Screening DIBELS – Kindergarten Phoneme Segmentation n = 58		2004/2005: 56% 2005/2006: 45% 2006/2007: 51% 2007/2008: 68% 2008/2009: 84% 2009/2010: 62%	These results provide the context for this objective. A fifteen percent increase from K to Grade 1 formed the basis for the Grade 1 target beginning with the 07/08 target.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 1 n = 77	2009/2010: 85% 2010/2011: 77%	2004/2005: 68% 2005/2006: 51% 2006/2007: 64% 2007/2008: 74% 2008/2009: 81% 2009/2010: 56%	Target not met. While a lower percentage of students are fully meeting our benchmarks, this cohort does not include any larger than expected numbers of students who are considered at-risk.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 2 n = 68	2009/2010: 86% 2010/2011: 84%	2004/2005: 79% 2005/2006: 84% 2006/2007: 78% 2007/2008: 77% 2008/2009: 92% 2009/2010: 82%	Target not met. Percentage of students within expectation for size of cohort.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 3 n = 84	2009/2010: 90% 2010/2011: 90%	2004/2005: 93% 2005/2006: 96% 2006/2007: 92% 2007/2008: 91% 2008/2009: 93% 2009/2010: 95%	Target exceeded. Success sustained for six years.

Objective 1.2	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that 90% of our students are reading fluently at grade level by the end of Grade 7.	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 4 n = 70	2009/2010: 90% 2010/2011: 90%	Fall 05: 82% 2005/2006: 90% 2006/2007: 91% 2007/2008: 80% 2008/2009: 87% 2009/2010: 89%	Target almost met.
All students not reading at grade level will be identified and supported with an Individual Education Plan, learning	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 5 n = 76	2009/2010: 90% 2010/2011: 90%	Fall 05: 86% 2005/2006: 93% 2006/2007: 93% 2007/2008: 91% 2008/2009: 88% 2009/2010: 94%	Target exceeded.
assistance and/or individualized literacy interventions.	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 6 n = 82	2009/2010: 90% 2010/2011: 90%	Fall 05: 82% 2005/2006: 85% 2006/2007: 92% 2007/2008: 96% 2008/2009: 96% 2009/2010: 88%	Target almost met.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7 n = 70	2009/2010: 90% 2010/2011: 90%	Fall 05: 80% 2005/2006: 87% 2006/2007: 92% 2007/2008: 91% 2008/2009: 92% 2009/2010: 95%	Target exceeded. Success sustained for a fourth year.
	FSA Reading Grade 7 meeting or exceeding n = 76	2009/2010: 90% 2010/2011: 90%	2004/2005: 70% 2005/2006: 75% 2006/2007: 79% 2007/2008: 85% 2008/2009: 91% 2009/2010: 94%	Target exceeded. Highest ever success at this grade level. Cohort includes 19% of student exceeding expectations.

Objective 1.3	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
<p>To ensure that 90% of our intermediate Aboriginal students are reading fluently at grade level by the end of Grade 7.</p> <p>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</p>	District Reading Assessment – PM Benchmarks, meeting or exceeding – Grade 3 n = 10	2009/2010: 90% 2010/2011: 90%	2006/2007: 87% 2007/2008: 67% 2008/2009: 71% 2009/2010: 80%	Eight of ten students met expectations.
	FSA Reading Grade 4 Aboriginal meeting or exceeding n = 8	2009/2010: 90% 2010/2011: 90%	2003/2004: 86% 2004/2005: 100% 2005/2006: 63% 2006/2007: masked 2007/2008: 100% 2008/2009: 86% 2009/2010: 63%	Three of eight students met expectations and two of eight students exceeded expectations. Target revised.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7 n = 10	2009/2010: 90% 2010/2011: 90%	2006/2007: 100% 2007/2008: 80% 2008/2009: 60% 2009/2010: 80%	Eight of ten students met expectations, the two students not meeting are supported by an Individual Education Plan.
	FSA Reading Grade 7 Aboriginal meeting or exceeding n = 10	2009/2010: 85% 2010/2011: 85%	2002/2003: 55% 2003/2004: 78% 2004/2005: 63% 2005/2006: 71% 2006/2007: 60% 2007/2008: 80% 2008/2009: 83% 2009/2010: 70%	Six of ten students met expectations and one of ten exceeded expectations. Target maintained.

Objective 1.4	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
<p>To ensure that 90% of our students are reading fluently at grade level by the end of Grade 9.</p>	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 8 n = 93	2009/2010: 88% 2010/2011: 90%	Fall 2007: 84% 2007/2008: 93% 2008/2009: 89% 2009/2010: 91%	Target met.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 9 n = 95	2009/2010: 90% 2010/2011: 90%	Fall 2008: 84% 2008/2009: 90% 2009/2010: 89%	Target almost met. Nine of twelve students demonstrated significant improvement.

Actions

1. Provide additional support to each K-9 student not meeting district benchmarks, with targeted Educational Assistant intervention

Implementation Details

- fall district-wide assessments (D.I.B.E.L.S., PM Benchmarks, G.O.R.T.)
- Educational Assistant support provided to individual students who are not meeting established district benchmarks
- locally developed Literacy Toolkits and research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Corrective Reading, Spelling Through Morphographics and Soar to Success

Evaluation

- fall, winter and spring district-wide assessments using DIBELS, PM Benchmarks and G.O.R.T.

2. Strengthen parents' understanding of early literacy through PALS (Parents as Literacy Supporters) in kindergarten classrooms

Implementation Details

- four in-class parent and student sessions
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- parent attendance
- parent survey

3. Strengthen parents' abilities to support their children's' learning through POPS (Parents of Primary Students) at each school

Implementation Details

- three evening parent and student sessions
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- parent attendance
- parent survey

4. Continue district-wide use of Accelerated Reading K-7 within each school's library program

Implementation Details

- ongoing implementation over the course of the year
- delivered with the support of the Parent Advisory Councils

Evaluation

- individual, class and school data

5. Continue to implement 'One to One' reading at two schools for students who need additional reading support

Implementation Details

- students identified by classroom and learning assistance staff
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- participation rates
- student progress information

6. Support underperforming aboriginal students K - 9

Implementation Details

- district-wide fall assessments (D.I.B.E.L.S., PM Benchmarks, G.O.R.T.)
- targeted Educational Assistant support provided to individual students who are not meeting established district benchmarks
- locally developed Literacy Toolkits and research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Corrective Reading, Spelling Through Morphographics and Soar to Success
- individualized support to secondary students by the Supervisor of Aboriginal Student Services
- support to secondary students with an Aboriginal support block in each semester staffed with a certificated teacher

Evaluation

- fall, winter and spring district-wide assessments using DIBELS, PM Benchmarks and GORT
- attendance and letter grade data

7. Continue to collaborate with the Revelstoke Literacy Action Committee in the implementation of the District Literacy Plan, the delivery of parent workshops and the provision of family literacy programs

Implementation Details

- liaise with the District Parent Advisory Council to determine which parent workshops would be of most value
- continued membership by the superintendent and a trustee in the Revelstoke Literacy Action Committee

Evaluation

- parent attendance
- parent survey

8. Continue to collaborate with the Revelstoke Early Childhood Development Committee to support a community coalition in support of early learning

Implementation Details

- continue to work collaboratively to enhance the use of the StrongStart facility
- continue to work collaboratively to implement Ready, Set, Learn
- utilize the district Early Learning Grant to the best possible benefit of early learners in the community
- collaborate with the Early Childhood Development Committee to implement ASQ for children aged 36 months
- continue to support the use of Farwell School as a community early learning and literacy hub
- continued membership by the superintendent and a trustee in the Early Childhood Development Committee

Evaluation

- EDI data
- child participation rates

9. Continue to implement the Screen Smart initiative, community-wide, with a focus on parent education

Implementation Details

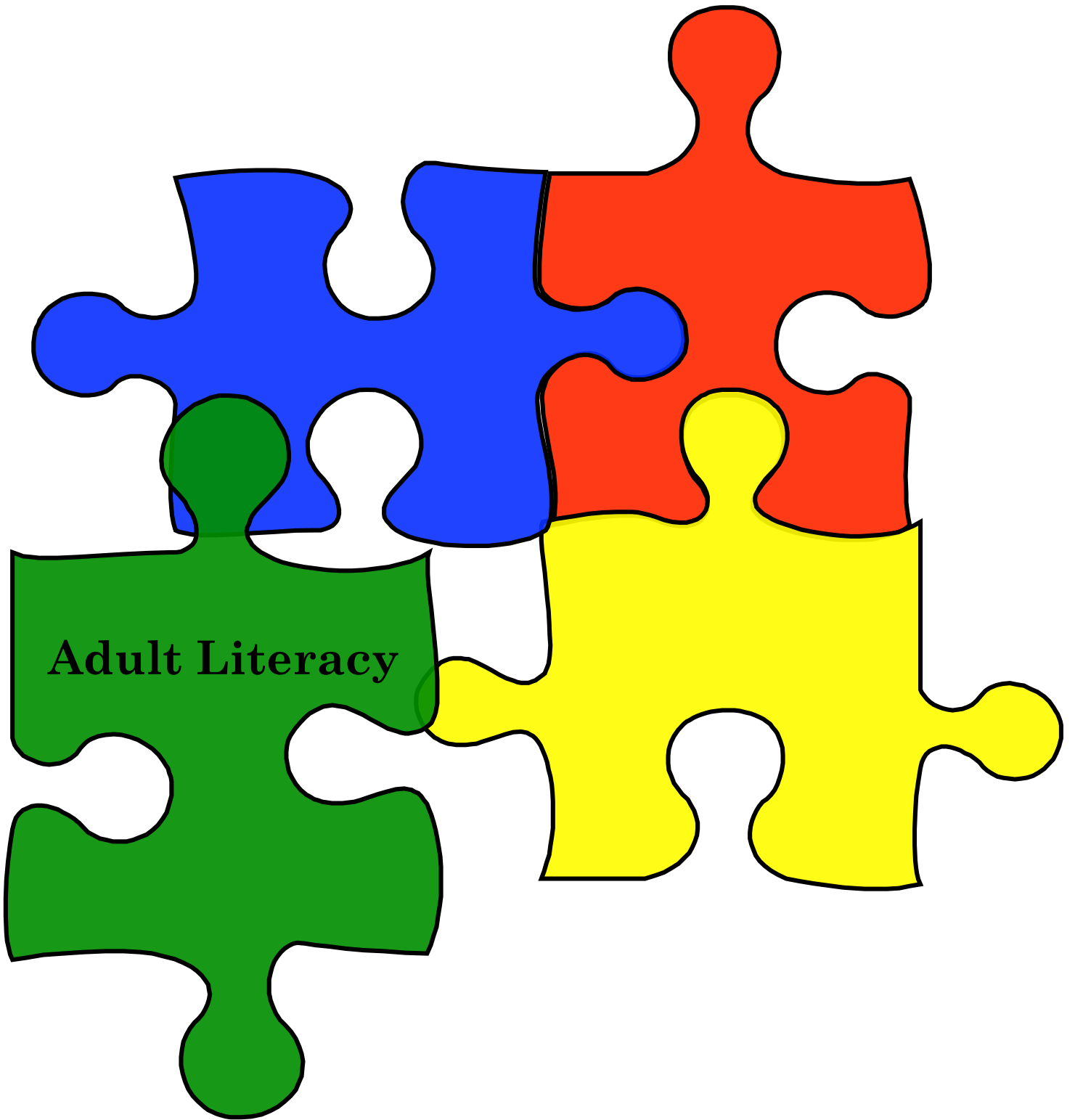
- continue to actively collaborate in the Screen Smart committee
- continue to participate in all Screen Smart initiatives, especially maintaining the Screen Smart website

Evaluation

- student survey data
- parent survey data

Progress Summary: Significant progress has been made in this goal area with objectives one and two both achieved and sustained. An increased focus for upcoming years will be on objective three, enhancing literacy of our aboriginal students. This work will be supported by our recently developed Aboriginal Education Enhancement Agreement.





Goal 1: Sustain and strengthen the existing learning programs and resources that encourage children, young people, and adults to become literate and to enjoy literacy activities.	Lead Roles	Status	2009/10 Examples
Objective 1: Sustain current programs and develop long-term directions			2009/10 Examples
Strategies and Actions			
Support a collaborative rather than competitive approach to funding and resources.	RLAC	Ongoing	Programs, opportunities and funding sources are discussed at RLAC. Partnerships are valued, sought and maintained. RLAC acts as the advisory committee for family literacy, adult literacy and ESL programs.
Seek partnerships that will support the needs of learners.	RLAC; all learning service providers	Ongoing	Strong partnerships are resulting in more capacity to address needs of learners and cross-referral to other programs
Maintain current levels of funding and continue to advocate for increased and longer term funding.	RLAC; all learning service providers	Ongoing	Funding has been sought to support coordination, Adult Tutoring, ESLSAP, Family Literacy programs, Employment Services, Essential Skills, Continuing Studies. CBT has committed three years of funds to CBAL to support literacy programming (two years remaining) Literacy Outreach Coordinator funds from the Ministry of Education through Literacy Now are supporting community coordination.
Seek out new and innovative sources of funding.	RLAC; all learning organizations	Ongoing	Funds are being sought through opportunities with the Ministry of Advanced Education (CALP), Ministry of Education, United Way of North Okanagan Columbia Shuswap, Columbia Basin Trust, BC Family Literacy Fund, Skills Link and any relevant Requests for Proposals
Sharing of existing training and workshops.	RLAC; OC; CBAL	Ongoing	Learning Disabilities and Whole Life Learning – training taken by VTLP & AACP coordinator and shared with community tutors, coordinators and community members. Information on training and workshops shared at RLAC.

Objective 2: Provide accessible information, referrals and general awareness of literacy programming and resources			2009/10 Examples
Strategies and Actions			
Create stronger links and provide more methods of information sharing to ensure that individuals, agencies and groups can identify what resources and services are available to support adults in Revelstoke.	RLAC, RESC, OC	Ongoing	Revelstoke Literacy Directory created and update completed in spring 2010. Participation in the Literacy BC Directory continues. Associate membership available for RLAC for anyone unable to attend meetings. Literacy Outreach Coordinator Presentation to Rotary Spring 2010. RESC website and on Facebook. ESLSAP website and on facebook.
Include an adult focus at community literacy events and seek opportunities to provide information widely.	RLAC, CBAL, OC	Ongoing	Information booths including information for adults have been held at Farmers Market, Food Bank, Community Connections and Coopers Foods.
Create a workplace literacy presentation for employers	RLAC, CBAL, OC	Some progress	Essential Skills Sub-committee formed – seeking participation by local employers has proved difficult. Planning for future approach is underway.
Continue to offer presentations about local literacy services to community organizations and service providers.	RLAC	Some progress	Presentation to Downie Timber (major employer) in Jan/Feb 2009. Presentation offered to service providers at the Community Development Action Plan meeting May 2009 Presentation to Rotary – April 2010
Create higher levels of awareness for English as a Second Language services including materials produced in different languages.	RLAC, ESLSAP, OC, RCCS	Ongoing	<p><i>The Community Action Plan to Address Multiculturalism, Racism and Discrimination in Revelstoke</i> published in 2010.</p> <p>Welcoming and Inclusive Communities and Workplaces Program is continuing to plan for workshops and materials to support ESL community members.</p> <p>RCCS has acquired some ESL early learning materials in multiple languages</p> <p>Carousel of Nations hosted to celebrate multiculturalism and raise awareness about local cultures, languages and ESL services.</p> <p>Building Inclusive Communities through Access and Action workshop provided by the Provincial Language Service and Okanagan College – June 2010</p>
Objective 3: Provide programs that support learners' goals			2009/10 Examples
Strategies and Actions			
Provide learner-centred programming which constantly evaluates, supports and celebrates their movement towards short and long term goals.	OC, RESC	Ongoing	<p>OC: learner-centred approach in programs: VTLP- 14 learners assessed/match with tutors for learner centred activities; Employment Services; ESLSAP 16 tutors; AACP; Senior computer literacy support; skill development programming</p> <p>Community Futures: support skill development for self employed</p>
Continue to review resources and programming models to ensure best practices	RLAC, CBAL, VTLP, OC, RESC, ESLSAP	Ongoing	Program Coordinators and facilitators have networked locally, regionally and provincially to review resources, models and best practice. Learning Disabilities and Whole Life Learning information and resources have been pulled together and a very good website shared.

Ensure adult literacy programs are responsive to learner needs and interests including life and essential skills opportunities.	VTLP, OC, RESC, CBAL, ESLSAP	Ongoing	Surveys and evaluations done to ensure responsive programming. Senior Survey to identify learning needs WICWP planning to be responsive to ESL learners ESL Café providing life skills opportunities Stepping Stones Consulting life skills workshops and Implicit Career Search
Recognize personal, non academic goals which provide the necessary foundation to take next steps into formal learning experience.	RLAC, CBAL, VTLP, CC, ESLSAP	Ongoing	Recognized by coordinators and facilitators as a key step for all learners and is part of literacy best practice. Family Literacy programs are provided which seek to address non academic goals and provide a stepping stone to more formal learning experiences.
Advocate and assist E.S.L. learners with the language skills to enable them to utilize their skills and education received in their country of origin.	ESLSAP, WICWP	Not Addressed at this Time	This is a national issue; but service providers advocate within the community. There is some movement in this issue and it will be important to pay attention to the changes in legislation.

Objective 2: Build a community culture that values learning and literacy			2009/10 Examples
Strategies and Actions			
Maintain the culture of valuing books that has already been established by the early childhood community.	CBAL; RCCS; SD; IH	Ongoing	Books provided as the prizes or gifts at community children's events (ie. Family Night Out Halloween Celebration, RCCS Christmas Party; Ready Set Learn/3 Year old Fair, Family Literacy Day events and Carousel of Nations, Building Family Libraries – books given to families by service providers)
Provide information and materials to build the case for early learning throughout the community, including municipal leaders.	ECDC	Ongoing	2009/10 presentations have been made to CBT Social Committee, the Revelstoke Social Development Committee and Rotary.
Ensure that literacy events such as Family Literacy Day include information about and a celebration of early learning.	CBAL; ECDC; RCCS	Ongoing	Family Literacy Day includes early learning events and opportunities
Create a public education campaign to ensure parents are aware of the critical role they play in early learning and literacy.	ECDC	Some progress	While information is being shared within early learning programs such as StrongStart, Mother Goose and PALS there is not currently an public awareness campaign plan
Create a local reading challenge, celebration and education opportunity called "Revelstoke Reads"	RLAC; CBAL	Not Addressed at this time	Newly identified initiative to be addressed in 2010-2011

Goal 2: Provide resources and supports for those children, youth and adults who may not be engaged in literacy activities.	Lead Roles	Status	
Objective 1: Address gaps in service for learners			2009/10 Examples
Strategies and Actions			
Advocate for solutions for adult learners who require supports that may not be available within a volunteer program.	RLAC, CBAL, VTLP, RESC	Some Progress	<p>More information gathering and sharing needs to be done.</p> <p>Learning Disabilities and Whole Life Learning website, information and resources ensures greater understanding. Resources will aid advocacy and identification of the supports that can best assist these learners in our community. Workshop held locally to support volunteers.</p> <p>RESC provides services and individualized support. Referrals are made to Goshen Consulting to provide specialized employment services for persons with disabilities.</p>
Support adults with disabilities to pursue learning goals	RLAC, OC, CC	Some progress	<p>This is a new action to the plan. Currently some supports are available to adults through Okanagan College under specific circumstances</p> <p>Learning Disabilities and Whole Life Learning website, information and resources available</p> <p>Community Connections offers mentoring in the workplace. This program may be an opportunity that could benefit workplaces and workers</p> <p>RCCS is informally supporting adult learners with disabilities that are not be served in the community.</p>
Increase local professional development opportunities for staff and volunteers working outside their areas of expertise and training.	RLAC, CBAL, VTLP	Ongoing	<p>Volunteer training provided for VTLP, ESL tutoring and the One to One Children's Literacy volunteers.</p> <p>Senior volunteer computer tutor manual developed and tutor training offered in fall 2009.</p> <p>Learning Disabilities workshop offered in spring 2010</p> <p>Anti-racism and Discrimination training offered fall 2009</p> <p>Building Inclusive Communities through Access and Action workshop provided by the Provincial Language Service and Okanagan College – June 2010</p>
Partner with other programs, community services and community members, including learners, to continue to identify and seek solutions to gaps in service.	RLAC	Ongoing	<p>Annual goal/priority setting community literacy planning session. Ongoing consultation with service providers at RLAC meetings. More work needs to be done to include the learner voice in planning – learners in programs are consulted and information shared with the larger group by facilitators and coordinators.</p> <p>Essential Skills and Youth Sub-committees established.</p> <p>ESLSAP working with Parks Canada and offering food skills course to ESL learners.</p>
Seek opportunities to provide community based adult literacy outreach.	RLAC, OC, CBAL, VTLP, SDC	Ongoing	<p>Senior Computer Lab has been supported directly by VTLP staff and a computer tutor manual has been developed and provided.</p> <p>VTLP provided outreach service to the Revelstoke Outreach and Awareness Program, and connected with potential learners at Food Bank.</p> <p>RESC staff provide work site supports(i.e. Job coaching)</p>

Complete planning work for senior's learning opportunities to ensure best use of resources.	SDC, City, RLAC, CBAL, VTLP, OC	Ongoing	Age Friendly Plan has been completed by the City of Revelstoke's Social Development Coordinator. VTLP (OC), CBAL and the SDC have continued to work together to assist with resources, tutor training and learning supports at the senior centre and computer lab
Identify best approaches to addressing employee and employer needs and skill requirements.	RLAC, OC, CBAL	Ongoing	Essential Skills sub-committee established OC programming including Older Worker program, Youth Skills Link programs to support skill development. RESC and Stepping Stones Consulting providing workshops to support identification of needs and development of skills. RESC hosts employer showcase.
Create more immersion opportunities such as mentoring and job shadowing for ESL learners.	ESLSAP, RESC	Not Addressed at this Time	Some discussion has started. This is within the mandate of RESC and is also being considered by WICWP planning process ESLSAP field trips create more immersion opportunities. Job shadowing is not addressed at this time.
Objective 2: Reduce barriers to participation			2009/10 Examples
Strategies and Actions			
Increase literacy outreach services in community spaces.	RLAC, OC, VTLP, RESC	Ongoing	Outreach offered to the Revelstoke Outreach and Awareness Program, food bank, senior's centre. RESC youth employment facilitator does youth outreach.
Develop strategies, partnership and funding that will assist programs in discussing and overcoming barriers including: <ul style="list-style-type: none"> • Transportation • Childcare • Safe, evening community space for tutoring • Employer/employee commitment • Meeting basic needs 	RLAC, CBAL, VTLP, ECDC, OC	Ongoing	The Paul Gallagher fund is accessed annually by Okanagan College to provide supports to adult learners. In 2009/2010 OC has accessed CBT funds to provide access to basic computer and food safe certification. CBAL provides child care and transportation with programs to assist in addressing barriers. ECDC assists families to access programs and services that will benefit early learning and development or will provide improved opportunities for the family. Adult Basic Education Student Assistance Program (ABESAP) is a grant available to OC AACP and ESL students.
Link learners with other support services to address the related issues that affect their learning.	All service providers	Ongoing	Coordinators and facilitators are encouraged to be aware of community resources so that cross-referrals can be made. The Directory of Social Services for Revelstoke and Area has been developed and is available to all service providers Throughout 2009/10 the Revelstoke Social Development Committee has provided a series of workshops to provide detailed information about local organizations and services to ensure that service providers can link adults to local services. Of particular interest to literacy practitioners include family law and health...
Provide referrals to other service organizations where needed	All service providers	Ongoing	The members of RLAC are committed to learning about all programs and services available to learners. Directory of Social Services available to all and partnerships between literacy practitioners and services organizations are in place.

Objective 3: Reduce stigma			2009/10 Examples
Strategies and Actions			
Support and celebrate learners' achievements and movement towards personal, academic, and work related goals	RLAC, CBAL, VTLP, ESLSAP, OC	Ongoing	Coordinators provide staff and volunteer tutor training workshops to encourage ways to praise or celebrate individual learner achievement. CBAL, VTLP, AACP and ESLSAP host events to celebrate tutors and learners.
Recognize and promote the transferability of skills (ie skill learned in a literacy program can be transferred to workplace, homelife, etc)	RLAC, RESC	Some progress	Revelstoke Employment Services Centre promotes transfer of skills Homecoming project with seniors provided skills to learners that will be used in multiple settings (ie. scanning/presentation skills) ESLSAP classes have topics relevant to learners such as Food Safe Essential Skills recognizes the variety of skills that support learning and employment. Information about essential skills has been distributed throughout the community in 2009/2010.
Promote awareness of literacy issues and dispel myths regarding low literacy skills	RLAC, CBAL, OC, VTLP, ESLSAP, CC	Some progress	This is an underlying goal in all communications. It is an area that needs further planning and work for consistent outcomes. 2010 Legacies Now has provided the Communicating About Literacy: Developing Your Communications Strategy workbook to assist with this area. The Literacy Outreach Coordinator will be working with RLAC to further our communication strategy. New communication materials have become available provincially and will be accessed for this purpose.
Create enjoyable learning opportunities and events for adults.	CBAL, OC, VTLP	Ongoing	Current examples include Family Night Out, Writing Out Loud, Carousel of Nations, Screen Smart ESLSAP: learner field trips and traditional celebrations such as Christmas celebrations, Food Safe Course Tutor / Learner bowling event

Goal 3: Learning and literacy activities will become embedded in all community settings.	Lead Roles	Status	
Objective 1: Increase engagement in literacy experiences throughout the community.			2009/10 Examples
Strategies and Actions			
Identify and provide learning opportunities for specific adult groups.	RLAC, CBAL, VTLP, OC, ESLSAP, RESC	Ongoing	Current examples include Family Night Out, learning supports at the Senior's Centre, outreach to Food Bank and the Revelstoke Awareness and Outreach Program (RAOP), Food Safe, Basic Computer skills. Employment Centre outreach to employers and employees and ESLSAP for ESL learners. Youth Skills Link program at Okanagan College in 2010. Older Worker Program offered at Okanagan College in 2009/2010. RESC Job Search Boot Camp for anyone and Job Search Boot Camp for youth.

Embed literacy experiences in established adult programming.	RLAC	Not addressed at this time	This is not to say that literacy and learning experiences are not taking place in other programs, there has just not been work to connect with other types of adult programming to encourage adopting this strategy
Continue to provide the Community Book Exchange as a means to access reading resources	RLAC; CBAL	Ongoing	The Share the Word Book Exchange is consistently available in 8 community locations and is well utilized
Promote and encourage involvement in the Literacy Action Committee.	RLAC	Ongoing	New members are continuously sought and invited. Annual reviews ask members to consider any voices that should be invited to the table. Associate membership allows for more participation Minutes are provided to the Board of Education and a suggestion has been made to forward minutes to City Council as well
Provide information regarding selections at the library of large print books and books on tape and other accessible materials available through our local library	RLAC, ORL, VTLP, OC	Ongoing	VTLP Tutors are made aware of the selection during training Information is included in the Revelstoke Literacy Directory More to be done to ensure the information is shared wider
Objective 2: Build a community culture that values learning and literacy.			2009/10 Examples
Strategies and Actions			
Create and offer presentations to Chamber of Commerce, City Council and other organizations regarding current literacy knowledge and services.	RLAC, CBAL, OC	Ongoing	Presentation to Community Development Action Plan stakeholders by RLAC/CBAL and OC in May 2009 Literacy Directory updated (2010) and distributed throughout the community. Rotary Presentation provided by Literacy Outreach Coordinator April 2010
Specifically invite organizations to become involved or more aware of community literacy services.	RLAC, SCD	Ongoing	Information is being shared widely. Social Development Coordinator plays a role in forwarding information to the City and service providers that may not have received it previously. Specific invitations have been made to Community Connections (Revelstoke) Society and the Senior Citizen's Association Participation in the Essential Skills and Youth Sub-Committees is being sought.
Build the 'business case' around investing in literacy improvement for workers.	RLAC	Not addressed at this time	Conversations with employers have provided important information; however, a 'business case' document has not been completed to date. New presentation materials are being provided by Literacy Now with information on the business case.
Consult with businesses and organizations to identify ways to work together to address worker's learning needs	RLAC; OC	Some progress	An Essential Skills Sub-Committee has been established. Still working on gaining wider participation.
Identify literacy assets available to employers and employees.	RLAC	Some progress	Community literacy assets have been identified and the Literacy Directory created. RESC Information on Essential Skills and supports for employees and employers distributed in Spring 2010. The Essential Skills Sub-Committee will continue to explore avenues to support employers and employees.

Encourage employers to provide initiatives for employees who want to work on increasing literacy skills	RLAC	Some progress	Conversations with some employers have been undertaken. The shift in the economy has occurred since the initial conversations took place creating different challenges and concerns for employers While attempts have been made, it has been more difficult to engage employers in 2009/10 compared to past efforts.
Recognize employers and organizations that support literacy	RLAC	Some Progress	An annual Community Literacy Award is being established by CBAL in 2010.

Progress Summary: Volunteer Literacy Tutoring, ESL programming (including tutoring, classes, field trips and computer access) and Adult Academic and Career Preparation have been maintained. There has been a community effort to make our community and programs more welcoming and to celebrate diversity: *The Community Action Plan to Address Multiculturalism, Racism and Discrimination in Revelstoke* published by OC in 2010. Welcoming and Inclusive Communities and Workplaces Program is continuing to plan for workshops and materials to support ESL community members. Carousel of Nations hosted to celebrate multiculturalism and raise awareness about local cultures, languages and ESL services. Building Inclusive Communities through Access and Action workshop provided by the Provincial Language Service and Okanagan College – June 2010.





Goal 1: Sustain and strengthen the existing learning programs and resources that encourage children, young people, and adults to become literate and to enjoy literacy activities.	Lead Roles	Status	2009/10 Examples
Objective 1: Sustain current programs and develop long-term directions			2009/10 Examples
Strategies and Actions			
Support a collaborative rather than competitive approach to funding, resources and programming.	RLAC	Sustain	Programs, opportunities and funding sources are discussed at RLAC. Partnerships are valued, sought and maintained. RLAC acts as the advisory committee for family literacy, adult literacy and ESL programs.
Seek partnerships to broaden the number of agencies, organizations and individuals promoting literacy.	RLAC	Ongoing	Information is shared through a wider and wider group. RLAC members then forward on to other groups, organizations, and committees
Maintain current levels of funding and continue to advocate for longer term funding.	RLAC; all learning service providers	Ongoing	Funding has been sought to support coordination, Adult Tutoring, ESLSAP, Family Literacy programs, Employment Services, Essential Skills, Continuing Studies. CBT has committed three years of funds to CBAL to support literacy programming (two years remaining) LOC funds are supporting community coordination.
Continue consistent family literacy programming; the programs must be there for families when they are ready to access them.	CBAL	Sustain	Family Literacy programs have been successfully sustained since 2001. New programs have been added as pilot projects and maintained if they were found to be successful.
Objective 2: Provide accessible information, referrals and general awareness of literacy programming and resources			2009/10 Examples
Strategies and Actions			
Maintain multiple links and methods of information sharing to ensure that agencies and groups who can identify individuals struggling with literacy know what resources and services are available and whom to contact.	RLAC, CBAL, OC, ORL, VTLP, SAFER, community service providers	Ongoing	Contact information is provided to local community service providers. The Community Literacy Directory is also provided and displayed at multiple community locations RLAC maintains an email distribution list and information is also sent through the Social Development Committee. Each member of RLAC forward relevant information on to contacts. Rotary presentation April 2010

Maintain a strong referral system by refreshing and updating the flow of information using multiple forms of communication.	RLAC, CBAL, OC, ORL, SDC, VTLP, community service providers	Ongoing	RLAC representatives sit on multiple community committees sharing information and updates. In addition, information is shared via email, the community literacy directory, word of mouth, brochures, community information boards and local media.
Provide information to parents, caregivers and generally within the community regarding the power of families in children's reading and learning success.	RLAC, CBAL, ORL, community service providers	Ongoing	Specific programs such as Mother Goose, StrongStart, Family Night Out, Books for Babies, Parents as Literacy Supporters, Parents of Primary Students, Family Tutoring, Tiny Tickle and Tales for Tots directly provide this message More work could be done to encourage all service providers to share this message on a consistent basis
Continue to foster awareness through events, displays, ads and presentations.	All service providers	Ongoing	Literacy staff and displays were at the following events: Family Night Out Halloween Event, Ready Set Learn/3-Year Old Health Fair, Family Literacy Day, Carousel of Nations, Screen Smart Challenge Week. Ads and articles were placed in local media, including newsletters. Information provided in the City Leisure Guide which goes to every home in the community and Literacy Directory updated in Spring 2010. Rotary presentation spring 2010.
Objective 3: Provide programs to support learners' goals			2009/10 Examples
Strategies and Actions			
Provide learner-centred programming which supports the short and long term goals of all family members.	CBAL, RLAC	Sustain	One example: The Family Tutoring program supports any family member in setting and achieving personal learning goals. The Literacy Assets list indicates a huge variety of programs and services supporting learner goals
Provide opportunities for youth learners to provide input into program design.	CC, RLAC	Some progress	Youth provide feedback on the Community Connections Youth Program including No Rules Expressions More work to be done to provide more mechanisms for input. There are few youth learner focused programs.
Support youth in setting realistic goals and celebrating achievements.	SD, CC, RLAC, MCFD	Some progress	Students can currently self-identify to receive literacy support and workplace skills support 2010: Youth Skills Link program to support local youth skill development (OC)
Increase the confidence and skills of family members to support the learning and literacy development of their children.	RLAC, CBAL, ORL, RCCS, SD	Ongoing	Provide opportunities, activities, take home extensions and information. Programs such as: Mother Goose, Family Night Out, StrongStart, Parents as Literacy Supporters, Parents of Primary Students, StoryTime, Story Adventure Kits, Early Learning Resource Library, Summer Reading Club.
Continue to review resources and programming models to ensure best practices in family, youth and community literacy.	RLAC	Ongoing	Literacy coordinators and facilitators are networking locally, regionally and provincially to review resources, models and best practice A Youth Sub-Committee has been established and work has begun to seek funds to review local youth resources and programming needs.

Support aboriginal families to assist learning and literacy development of children within their cultural context.	SD, RLAC	Some progress.	Implementation of the Aboriginal Education Enhancement Agreement will support this work Current programming strives to be universal and welcoming. Members of RLAC are participating in OC's multiculturalism planning efforts and WICWP
Support ESL families to assist learning and literacy development of children in their first language and within their cultural context.	ESLSAP, RLAC, CBAL, OC	Some progress.	Welcoming and Inclusive Communities and Workplaces Program planning has continued in 2010. Current programming strives to be universal and welcoming. ESL families are accessing programs such as StrongStart, Mother Goose, PALS and POPS. There currently are no community based programs that are offered in other languages or within a different cultural context

Goal 2: Provide resources and supports for those children, youth and adults who may not be engaged in literacy activities.	Lead Roles	Status	
Objective 1: Address gaps in service for learners			2009/10 Examples
Strategies and Actions			
Complete planning work to ensure best use of resources and best practice for youth literacy.	RLAC, CC, MCFD,SD	Some progress	Youth Sub-committee established in 2010. Needs assessment must be undertaken to develop appropriate programs and resources. Funds to be sought for this work in 2010/2011.
Strike a sub-committee to specifically address the gap in service for youth learners who have left the school system but are not eligible to access adult literacy and learning services.	RLAC, SD, OC, RESC, SDC	Some progress	Youth Sub-committee established in 2010. Further information to be collected by needs assessment and by youth outreach survey by RESC.
Provide professional development opportunities for volunteers and service providers interested in adding literacy activities to existing programming.		Not addressed at this time	Suggested that this priority be considered by RLAC and SDC
Provide continuous training and programs to develop youth mentors/tutors to support youth who are struggling with literacy.	RLAC, CBAL, SD	Not addressed at this time	Consider expansion of currently established Teacher Assistant 11 program offered within school hours.
Objective 2: Reduce barriers to participation			2009/10 Examples
Strategies and Actions			
Increase literacy outreach services in community spaces and within established programs.	RLAC, CBAL, CC, VTLP	Some progress	Currently looking for opportunities. In the past, CBAL has partnered with the Community Connections Youth Program to add a literacy development component to the No Rules Expressions program.

Create welcoming, inclusive environments. Building relationship and trust is key for successful outreach opportunities.	All service providers	Some progress	Service providers are cognizant of the elements required to be welcoming including a personal greeting to participants and building trust. Next steps would be a subcommittee to document elements that can help learners feel welcome and comfortable. RLAC members are involved in WICWP planning.
Link learners and families with other support services to address the related issues that affect their lives and learning. Provide referrals to other service organizations as appropriate.	All service providers	Ongoing	Coordinators and facilitators are encouraged to be aware of community resources so that cross-referrals can be made. Information is shared at RLAC and ECD committee meetings. The Directory of Social Services for Revelstoke and Area has been developed and is available to all service providers.
Programs will review and address barriers to participation for youth, families and individual learners.	RLAC, CBAL, CC, RCCS, VTLP, OC	Ongoing	CBAL provides child care and transportation with programs to assist in addressing barriers. Barriers to participation are discussed at RLAC. Partnerships between organizations such as CBAL and RCCS are helping to address barriers.
Ensure that programs are culturally sensitive and responsive.	ESLSAP, RLAC, CBAL	Some progress	WICWP planning is underway. RLAC members participated in Anti-Racism and Anti Discrimination training and the development of the Multicultural Community Action Plan. Discussions are occurring at committee tables such as RLAC and ECDC to consider ways to be culturally sensitive within programming Building Inclusive Communities through Access and Action workshop provided by the Provincial Language Service and Okanagan College – June 2010
Ensure that resources are in place to support outreach to participants; including staff time to build relationship and help participants become comfortable in a program or accessing a service.	RLAC, RCCS, CBAL, SD	Some progress	Additional Early Learning support staff provided by RCCS Story Adventure Kits and Early Learning Lending Library provide portable resources. Additional staff added to Family Night Out to ensure relationship and support. Resources available including parenting resources at RCCS, StrongStart and the Share the Word Book Exchange in 8 locations
Objective 3: Reduce stigma			2009/10 Examples
Strategies and Actions			
Promote universal programs open to all citizens to reduce the stigma of 'targeted' programs.	All service providers	Some progress	Most programs are universal rather than targeted Family literacy programs seem to have less stigma as everyone has family/children in common. The Father friendly initiative is looking at ways to increase participation by fathers/men as often family literacy programs are attended by women.
Support families to celebrate children's individual achievements.	CBAL; RCCS; CC; ORL; SD	Ongoing	Family and children's programming provide families with support to understand developmental milestones. Examples include Mother Goose, Tiny Tickle, Story Time, Parents As Literacy Supporters, Parents of Primary Students, StrongStart and more
Assist youth in recognizing the transferability of literacy and essential skills to home/life and workplace.	RLAC; CBAL; CC, SD, RESC	Some progress	Youth can participate in the Homework/Study program at Revelstoke Secondary School Lifeskills are offered within the high school curriculum Youth Employment facilitator assists youth in identifying skills to develop to increase employability Youth Skills Link Program at OC in 2010.

Promote awareness of literacy issues and dispel myths regarding low literacy skills.	RLAC, CBAL, OC, VTLP, ESLSAP, CC	Ongoing	This is an underlying goal in all communications. It is an area that needs further planning and work for consistent outcomes. 2010 Legacies Now has provided the Communicating About Literacy: Developing Your Communications Strategy workbook to assist with this area. The Literacy Outreach Coordinator will be working with RLAC to further develop a strategy Community Literacy Presentation developed in 2010.
Create multi generational learning opportunities and events.	RLAC; CBAL	Ongoing	Family Literacy Day, Parents As Literacy Supporters, Parents Of Primary Students, Family Night Out , Mother Goose, StrongStart, PACT, Tales for Tots, Tiny Tickle

Goal 3: Learning and literacy activities will become embedded in community settings.	Lead Roles	Status	
Objective 1: Increase opportunities to engage in literacy experiences			2009/10 Examples
Strategies and Actions			
Provide literacy professional development opportunities to service providers so that literacy can be built into existing programs and services and community activities.	ECDC; RCCS; CCRR; CC; CBAL;SD	Ongoing	2008/9: Susan Munzer Storytelling workshop; Ages and Stages Workshop; Merlyn Horton Workshop; Fiona Morrison Play workshop; Roots of Empathy training; access to out of town learning opportunities 2009/10: Vanessa Lapointe workshop
Provide community wide literacy awareness events	CBAL; RLAC RCCS; SD	Ongoing	2010 Examples include Family Night Out Halloween Celebration, Ready Set Learn/ 3 Year Old Fair, Family Literacy Day events, Screen Smart Week Events
Maintain book exchange locations and encourage the availability of reading materials for all ages in traditional and non-traditional	RLAC; CBAL	Sustain	8 locations maintained weekly
Provide literacy program and service information to all community service providers, families, youth and individuals through multiple forms of communication including media and community information boards.	RLAC; CBAL	Ongoing	Literacy Directory distribution, Children's Services Directory, monthly Children's Calendar Info in Leisure Guide and ECDC bulletin board. Communication strategy to be developed Email distribution through RLAC, ECDC and Social Development
Promote use of libraries and awareness of the variety of materials available.	RLAC; ORL	Ongoing	Literacy Directory, Children's Services Directory, monthly Children's Calendar Info in Leisure Guide Books for Babies library events Library staff to participation in community events including Ready Set Learn, 3 Year Old Fair, Carousel of Nations
Include literacy opportunities at family, children and youth public events.	All service providers	Ongoing	Literacy staff and displays were at the following events: Family Night Out Halloween Event, Ready Set Learn/ 3-Year Old Fair, Family Literacy Day, Screen Smart Challenge Week Books provided as the prizes or gifts at community children's events (ie. Family Night Out Halloween Celebration, RCCS Christmas Party; Ready Set Learn/3 Year old Fair, Family Literacy Day events and Carousel of Nations) As noted last year, more work needs to be done to add literacy info and opportunity into youth events

Objective 2: Build a community culture that values learning and literacy			2009/10 Examples
Strategies and Actions			
Provide presentations, information and materials to members of the community, including municipal leaders, to build awareness of literacy issues and impacts.	All service providers	Ongoing	Literacy staff and displays at events Information provided in the City Leisure Guide which goes to every home in the community Presentations made to parents and community members and municipal leaders Community Literacy Presentation developed. Delivered to Rotary in spring 2010.
Maintain and promote the culture of valuing books and information.	RLAC; All service providers	Ongoing	Books provided as prizes/gifts at community events Books Everywhere Project includes books at the Aquatic Centre and supporting the Building Family Libraries project with RCCS
Participate in municipal planning processes as advocates for literacy awareness and supports.	RLAC; LOC	Ongoing	Literacy Outreach Coordinator participating in relevant community planning processes.
Continue literacy events to celebrate achievements and opportunities and build community pride in the intergenerational interagency efforts to support learning.	RLAC; all service providers	Ongoing	Responding to opportunities Development of the 1 st Annual Community Literacy Award in 2010
Provide information materials that educate parents about their critical role in their child's literacy development and achievements.	RLAC; CBAL; RCCS; ORL; SD	Ongoing	Family Literacy programs provide take home learning kits. Story adventure kits available; Early Learning Resource Library, parent presentations, pamphlets
Promote reading and writing as valued family activities that encourage positive interactions and shared learning experiences.	RLAC; CBAL; SD	Ongoing	Parents As Literacy Supporters, Parents of Primary Students; Family Night Out ; Family Tutoring

Progress Summary:

Family literacy programs continue to have high participation levels and parent evaluations continue to indicated respondents are experiencing increased confidence and skills to support learning at home. Over 310 adults participated and had the opportunity to provide feedback on the effectiveness of family literacy programming. More than 15 community organizations are actively involved in promoting literacy through sharing information, planning, feedback, partnerships and contributions of in-kind support. The Youth sub-committee has been established to bring a more focused effort to planning for youth literacy and skill development.



D. 2010-2011 Planning

The following priorities were recommended as the priority implementation strategies pending adequate funding:

1. Maintain community literacy coordination and create synergy by enhancing partnerships, leveraging of funds and a collaborative approach which will address the strategies and actions in our current plan which, in turn, addresses our long term goals.
2. Sustain quality literacy programming and services at current levels to provide lifelong learning opportunities.
3. Advocate for the sustainability of current early learning programs and services.
4. Coordinate the youth literacy sub-committee to identify youth learning opportunities and explore options for youth not attached to the school system.
5. Coordinate the essential skills sub-committee to share information, advocate for essential skills funds and create a community essential skills workplan.
6. Continue to build literacy awareness by sustaining communications such as seeking opportunities to provide presentations, articles, local stories and by sharing the Community/District Literacy Plan, priorities, celebrating community literacy accomplishments.
7. Participate in a collaborative approach to supporting ESL learners and addressing barriers to participation in community wide programming and service.
8. Explore opportunities to develop a community approach to health literacy.

Next Steps:

- Feedback from community organizations and individuals will continue to be sought through multiple forms of communication to ensure that this document reflects current knowledge and the views of members of our community.
- The Community/District Literacy Plan will be considered a living document and, as such, information will be updated on a regular basis to ensure that planning continues to be responsive to current knowledge and needs.
- The Revelstoke Literacy Action Committee (RLAC) will continue to meet quarterly with an annual review of the progress of literacy initiatives throughout the community.
- Implementation of Strategies and Actions will continue to be prioritized by RLAC and community organizations as resources become available.
- The Board of Education will continue to provide as much leadership and human resources support as possible to support the efforts of the RLAC.
- A District/Community Literacy Plan will be submitted annually to the Ministry of Education reflecting the most current goals, objectives, strategies and actions to support literacy in Revelstoke.

Appendix I

Literacy Partners and Stakeholders: (Revelstoke Literacy Action Committee Members)

+Krista Stovel, Employment Facilitator	Employment Services Centre
Joan Holzer, Community Librarian	Okanagan Regional Library
Annie Wilson, Employment Facilitator	Employment Services Centre
+Linda Chell, Executive Director/Coordinator	Revelstoke Child Care Society/CCRR
+Carolyn Duncan, Speech and Language Pathologist	Community Speech & Language/ IHA
Patricia Sieber, Retired Kindergarten Teacher	Volunteer
+Tracy Spannier, Literacy Outreach Coordinator	Columbia Basin Alliance for Literacy/ECD Committee
+Ann-Marie Gill, Public Health Nurse	Interior Health Association
*Lorna Phelps, Elementary Teacher	Columbia Park Elementary School
Simone Palmer, Instructor	Adult Academic and Career Preparation and Adult Literacy, Okanagan College
Lynne Welock, CoC Member/ Manager	Chamber of Commerce/Royal Bank of Canada
+Megan Shandro, Coordinator	Okanagan College, Adult Literacy/ Learning Centre
*Anne Corrie, Youth Worker	Community Connections Revelstoke Society
+Jill Zacharias, Coordinator	Revelstoke Social Development Committee
*Shan Jorgenson-Adam, Principal	Columbia Park Elementary School
*Vivian Binnington, Speech and Language Consultant	Revelstoke Board of Education (SD19)
+Anne Cooper, Superintendent of Schools	Revelstoke Board of Education (SD19)
Mary Kline, Program Coordinator/ Special Projects Coordinator	Okanagan College/Columbia Basin Alliance for Literacy
*George Hopkins, Senior Volunteer Organizer	Revelstoke Seniors Association
+B.R. Whalen, ESLSAP Coordinator	Okanagan College
Jane McNab, Director	Community Futures Development Corporation
+Alan Chell, Chairperson	Revelstoke Board of Education (School District 19)
+Claudette Kendal	Adult Academic and Career Preparation, Okanagan College
+Inamarie Oppermann, Infant Child Mental Health Clinician	Ministry of Children and Family Development
+Antoinette Halberstadt, City Councillor	Revelstoke City Council
*Jane Morris, District Principal of Support Services	Revelstoke Board of Education (SD19)
*Jo-Ann Scarcella, Public Health Nurse	Interior Health Authority
*Cathie Thacker, Program Coordinator	Revelstoke Employment Services Centre
*Amanda MacIntosh, Infant Development Program	Community Connections Revelstoke Society
+Trish Smillie, District-Vice Principal of Support Services	Revelstoke Board of Education (SD19)
+Tabatha Jones, Early Childhood Educator	Child Care business owner
+Zoe Knuff, Children's Librarian	Okanagan Regional Library – Revelstoke
+Hrvojka Mordus-Bailey, Program Coordinator	Stepping Stones Consulting
* Associate members	
+ Planning Participant	

Appendix II

Acronyms:

CCRR:	Child Care Resource and Referral
CBAL:	Columbia Basin Alliance for Literacy
CC:	Community Connections (Revelstoke) Society
ECDC:	Early Childhood Development Committee
ECE:	Early Childhood Educator
IH:	Interior Health Authority
LOC:	Literacy Outreach Coordinator
OC:	Okanagan College, Revelstoke Centre
ORL:	Okanagan Regional Library, Revelstoke Branch
RAOP:	Revelstoke Awareness and Outreach Program
RCCS:	Revelstoke Child Care Society
RESC:	Revelstoke Employment Services Centre
RLAC:	Revelstoke Literacy Action Committee
SAFER:	Sexual Awareness For Everyone in Revelstoke
SD:	Revelstoke Board of Education/ School District #19
SDC:	Social Development Committee
VTLP:	Volunteer Tutor Literacy Program
WICWP:	Welcoming and Inclusive Communities and Workplaces Program

Appendix III: *Reflecting*

Reflecting on the 2009 Plan	
1. What priorities/objectives and actions from your 2009 District Literacy plan have you addressed this year?	See "Evaluation of 2009-10" above for detailed outcomes.
2. What have been the major impacts or outcomes?	<p>Outcomes:</p> <ul style="list-style-type: none"> • The Community/District Literacy Plan (DLP) provided the Revelstoke Literacy Action Committee with a solid overarching plan for the upcoming year and beyond. • More people are getting involved in the planning process and improving their knowledge about current programs and services. Many organizations and agencies are participating and sharing information with committees and contacts. • Revelstoke Literacy Action Committee minutes presented at Board of Education meetings. • Development of sub-committees to specifically consider youth literacy and what can be done in our community regarding Essential Skills. New programs such as Experience Works and Youth Skills Link have been developed. • As indicated by our Assets List, there are a huge number of organizations supporting literacy work in our community. • Current community partnerships have been strengthened and specific planning has been completed around senior learning initiatives. • A Clear Language Workshop was provided. • Community literacy programs were maintained, enhanced and some were expanded. We feel very pleased with this outcome as it is the result of strong collaboration and essential funder support. Literacy work is difficult to sustain year after year in an environment of unknown funding and yet this is essential to ensuring that programs will be there when learners are ready. • There has been strong collaborative work around Multiculturalism and participation in the Welcoming and Inclusive Communities and Workplaces Program (WICWP). Outcomes have included a plan to address multiculturalism, workshops and a huge community celebration of multiculturalism called the Carousel of Nations. • There is an increased awareness of literacy work and a broader definition of 'literacies' is being shared through presentations and discussions. • There is also increased awareness of the huge scope of work that is happening in the community. • A community partnership between Interior Health, Okanagan Regional Library and CBAL is maintaining the Books for Babies program that will no longer be funded provincially. • The Share the Word Book Exchange has continued to be a success and is in 8 community locations.
3. What are the factors that contribute to success.	<ul style="list-style-type: none"> • The planning process and annual goal setting helped to focus our work and understand that we are all a part of a continuum of services. • Community coordination (Literacy Outreach Coordinator) ensures that the priorities in the plan continue to be considered and addressed. This role also ensures communication is flowing between all community literacy stakeholders as well as providing information to the wider community. The LOC acts as a connector for the organizations and agencies working in different

	<p>areas of literacy. The LOC also provides “the big picture” at planning tables, community information sessions and committee meetings. The Literacy Outreach Coordinator is able to animate actions around literacy by working with stakeholders and community partners to identify strategies that will address the outcomes and goals of the plan. This role also provides a connection for Revelstoke literacy stakeholders to regional and provincial initiatives, knowledge and resources.</p> <ul style="list-style-type: none"> • RLAC acts as the advisory body for the Columbia Basin Alliance for Literacy, Okanagan College’s Adult Tutoring Program, and the English as a Second Language Settlement Assistance Program. This ensures that there is a forum to consistently plan, share and update information on learning initiatives within the community. This role also strengthens partnerships and ensures that there is no duplication of service. • The level of in-kind support between partners indicates a huge commitment to literacy within our community. Partners are sharing staff, office space, pooling and leveraging funds in support of literacy programming and services. This sharing of staff and resources results in a more sustainable approach to programming.
<p>4. Evaluating the effectiveness of community partnerships and development</p>	<ul style="list-style-type: none"> • RLAC has the opportunity to provide feedback at quarterly meetings. • In addition, our task group participated in a facilitated process to plan, prioritize, review evaluation, reflect on progress.
<p>5. What has changed in the past year that affects literacy in the community? What has been the impact of these changes? How are you addressing these changes?</p>	<ul style="list-style-type: none"> • There has been increased interest in services for youth in our community. This has resulted in: <ul style="list-style-type: none"> ○ Planning development at Revelstoke Secondary School ○ A designated youth employment facilitator providing youth support and conducting youth research ○ Development of the RLAC Youth sub-committee • There has been a collaborative community effort regarding multiculturalism, anti-racism and anti-discrimination. <ul style="list-style-type: none"> ○ The Literacy Outreach Coordinator and other literacy practitioners are participating in community planning, WICWP, and workshops. ○ There has been an increase of awareness around issues related to discrimination in our community as well as a greater understanding of the struggles faced by ESL learners. ○ There is discussion around ways to welcome and better support all citizens wanting to participate. • There has been destabilization in the literacy field with economic instability and the loss of regional literacy coordination. <ul style="list-style-type: none"> ○ CBAL has managed to retain some regional management so Revelstoke is in the fortunate position of continuing to be well supported and connected. ○ The change impacts Revelstoke literacy practitioners in that there is instability in terms of sustainability of programs, services and employment.
<p>6. What have you learned about collaboration and the community development process?</p>	<ul style="list-style-type: none"> • We are learning that collaboration is never “done”. We must be ready to be responsive to new opportunities. Also, there is change and flux as we work on ways for community partners to work together. With unstable economic conditions a partner that was able to offer staff or resources last year, may no longer have that option available. We must take the time to continue discussion to consider the context others are coming from and what changes might mean to each of our organizations. We also know a lack of resources to contribute does not represent a lack of interest in participation. We know that whatever form it takes, collaboration results in stronger, higher quality, more sustainable programs. We know that community development takes time, careful communication, and an ability to be ready for opportunity.

Thinking about the 2010-2011 Year

1. Are there new opportunities, challenges or issues in your community? How will you respond to those?

Opportunities:

- The Revelstoke Board of Education will be opening the first Neighbourhood Learning Centres in 2011 and 2012. The project will include a designated community literacy office and multi-purpose space. Reports and planning for the project are brought to RLAC.
- The Revelstoke Employment Services Centre will have an expanded role in 2011. This change will represent a new opportunity to tailor programming and provide referrals to literacy and learning services. Discussion is taking place at RLAC to look at what the new role will look like.
- OC has received confirmation of funding for Phase 1 and Phase 2 of WICWP. There are plans underway for workshops as well as a multilingual Revelstoke guide and website. This projects presents an opportunity to better support ESL families and ensure that our community, programs and services are accessible to all citizens of Revelstoke.
- There is interest in creating a local literacy promotion called "Revelstoke Reads". RLAC will be considering this opportunity for 2010-2011.
- A volunteer coordinator has been hired for the Senior's Association. This represents an opportunity to connect senior volunteers with children's literacy, adult literacy and ESL tutoring programs.
- There is an opportunity to partner with the library to provide support or provide a Teen Book club.
- There is interest at the RLAC to host a meeting to brainstorm ways to support the use of our local library.

Challenges/Issues:

- While there are many key stakeholders at RLAC there are some notable gaps that have been very challenging to fill. These include: active membership by Community Connections (Revelstoke) Society, a representative from the Senior's Association, youth, persons with disabilities, mental health (RAOP), ESL, aboriginal, business and Ministry of Children and Family Development. While there are associate members from some of these groups, and while there has been invitations, we have not been successful in gaining active memberships from these voices that would have an impact on literacy planning and work in our community. The committee is discussing new strategies to attract and retain members.
- While there is excellent ESL programming in our community, a gap exists in supporting ESL individuals and families in accessing other community programming and services (ie. Children's library programs). There is a need to provide some kind of transition support. This issue will be explored through RLAC discussion and community multicultural planning.
- Our community needs to consider ways to support youth at key transition points. The Youth sub-committee has been established. More work and development needs to happen. The sub-committee is looking for funding opportunities to build capacity in this area.
- As RLAC explores more avenues of literacy development, capacity becomes a challenge. Our community is fortunate to have Literacy Outreach Coordination support. However, it is difficult to pull all stakeholders together to explore gaps and challenges in meaningful ways with limited time. In addition, we work to maintain established programs and services at the same time we seek to address more areas of concern. This can add strain to limited resources, human resources and time.

<p>2. What adjustments have you made to your plan? What new initiatives are planned? What initiatives have been expanded or continued?</p>	<ul style="list-style-type: none"> • The plan has been reviewed by our task group to ensure that each strategy/action remains relevant. Most changes have been to lead roles and were made by consensus. Details have been added to ensure that the examples give an accurate reflection of the work that has been completed in 2009-2010. <p>New initiatives include:</p> <ul style="list-style-type: none"> • Expansion of youth literacy planning work. • Development of "Revelstoke Reads" • Explore opportunities to develop a community approach to health literacy. • Continuation of current programs and services, involvement in WICWP, essential skills sub-committee and the youth sub-committee.
<p>3. What will be required to meet the goals and effectively employ actions for the coming year.</p>	<ul style="list-style-type: none"> • Adequate funding and human resources • Community coordination • Engaged partners and stakeholders • Provincial and regional support and information resources
<p>4. How will you measure or assess your progress?</p>	<p>We will continue with the established process in which the task group works together to plan, prioritize, implement, evaluate, and reflect on outcomes. Evaluation of programs is reported back to RLAC. As the advisory for family literacy, adult literacy and ESL programs, RLAC received reports on all of these areas at each regular business meeting. There is opportunity throughout the year to provide feedback regarding programs and services. Progress is assessed through a facilitated group review and planning session.</p>

Appendix IV

Literacy Resources and Services in Revelstoke

Literacy Assets List:

Perinatal & Prenatal:

- Community Connections Baby Bundles Program
- Early Childhood Development Committee – child development information and prenatal directory
- Interior Health Public Health Nurse: prenatal/child development information and support
- Okanagan College Prenatal Classes (financial assistance available if needed)
- Okanagan Regional Library: informational books, cds and dvds, online database, programs
- Revelstoke Child Care Society: information, referrals, programs, resources, quality child care.
- Sexual Awareness for Everyone in Revelstoke (SAFER) – options for sexual health.

Birth to 5 years

<ul style="list-style-type: none"> • City of Revelstoke: <ul style="list-style-type: none"> ▪ Water books in Aquatic Centre ▪ Book exchange host ▪ Cool Kids Preschool ▪ Free facility use for workshops and events supporting children and families • Columbia Basin Alliance for Literacy <ul style="list-style-type: none"> ▪ Family Literacy Drop In ▪ Mother Goose ▪ Little Goslings Activity Time ▪ Family Night Out ▪ Books for Babies partnership ▪ Story Adventure Kits ▪ Share the Word Book Exchange ▪ Roots of Empathy partner ▪ Building Family Libraries partner • Community Connections (Revelstoke) Society: <ul style="list-style-type: none"> ▪ Infant Development Program ▪ Baby Bundles Program ▪ Parents And Community Together (PACT) ▪ Supported Child Development ▪ Jumping Jacks Preschool (with Seeds of Empathy program) ▪ Parent education and support • Early Childhood Development Committee (Success by 6/Children First) <ul style="list-style-type: none"> ▪ Information, resources and referral ▪ Advocacy ▪ Directories ▪ Roots of Empathy partner ▪ Seeds of Empathy partner ▪ Early learning program and resource support ▪ Ages and Stages initiative • Interior Health Public Health <ul style="list-style-type: none"> ▪ Three-Year Old Health Fair (community partnership) ▪ Information, resources and referral ▪ Books for Babies partnership ▪ Baby Talk/Toddler Talk ▪ Child Health clinics 	<ul style="list-style-type: none"> • Ministry of Children and Family Development <ul style="list-style-type: none"> ▪ Information and referral ▪ Parent support • Okanagan Regional Library <ul style="list-style-type: none"> ▪ books and learning materials to loan ▪ Tales for Tots ▪ Summer reading club – Read to Me program ▪ Storytime ▪ Books for Babies Library Event (in partnership with CBAL) ▪ Online database ▪ Library tours available ▪ Book of the Month online resource • Revelstoke Child Care Society <ul style="list-style-type: none"> ▪ First Steps Infant Toddler Child Care ▪ Stepping Stones Child Care ▪ Stepping Stones Too School Age Child Care ▪ Leap & Learn Preschool ▪ Early childhood development information ▪ Books to loan (free!) ▪ Early Learning Resource Library ▪ Child Care Provider Professional Development services ▪ Early Learning and Care Consultant ▪ StrongStart extended hours (winter weekends/summer opening) ▪ Play in the Park ▪ Roots of Empathy partner ▪ Building Family Libraries Project • Revelstoke Literacy Action Committee <ul style="list-style-type: none"> ▪ Revelstoke Literacy Directory ▪ More Books in the Community ▪ Water books to Aquatic Centre ▪ Advisory and literacy planning ▪ Information sharing ▪ Community literacy coordination and collaboration ▪ Literacy communication and advocacy • Screen Smart Committee <ul style="list-style-type: none"> ▪ Information and events ▪ Online resources: www.screensmart.ca
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<ul style="list-style-type: none"> • Interior Health Speech and Language Clinic <ul style="list-style-type: none"> ▪ Information, resources and referral ▪ Mother Goose facilitation ▪ Community partnerships in early learning ▪ Individualized service and support • Professional Early Childhood Educators 	<ul style="list-style-type: none"> • School District #19: <ul style="list-style-type: none"> ▪ StrongStart Early Learning Centre ▪ Ready Set Learn (community partnership) ▪ Leap Land Indoor Play Space ▪ Early learning support ▪ Roots of Empathy partner
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Kindergarten to Grade 3

<ul style="list-style-type: none"> • City of Revelstoke: <ul style="list-style-type: none"> ▪ Book exchange host ▪ Community events supporter • Columbia Basin Alliance for Literacy <ul style="list-style-type: none"> ▪ Family Literacy Drop In ▪ Parents as Literacy Supporters (in partnership with SD #19) ▪ Parents of Primary Students (in partnership with SD #19) ▪ One to One Children's Literacy Program ▪ Family Night Out ▪ Family Tutoring ▪ Story Adventure Kits ▪ Share the Word Book Exchange ▪ Roots of Empathy (program partner) ▪ Coordination support for Revelstoke Literacy Action Committee • Community Connections (Revelstoke) Society: <ul style="list-style-type: none"> ▪ After school Programs • Early Childhood Development Committee: <ul style="list-style-type: none"> ▪ Roots of Empathy (program partner) • Interior Health Public Health <ul style="list-style-type: none"> ▪ Information and referral • Ministry of Children and Family Development (Revelstoke) <ul style="list-style-type: none"> ▪ Information and referral ▪ Parent support • Okanagan Regional Library <ul style="list-style-type: none"> ▪ Material lending ▪ Storytime ▪ Summer Reading Club ▪ Author visits and events ▪ Books and learning materials to loan ▪ Book of the Month online resource 	<ul style="list-style-type: none"> • Revelstoke Child Care Society <ul style="list-style-type: none"> ▪ Stepping Stones Too! Child Care (Kindergarten and after school care) ▪ Books to loan (free!) ▪ Child Care Provider Professional Development services ▪ Roots of Empathy (program partner) • Revelstoke Literacy Action Committee <ul style="list-style-type: none"> ▪ Revelstoke Literacy Directory ▪ More Books in the Community ▪ Advisory and literacy planning ▪ Information sharing ▪ Community literacy coordination and collaboration • School District #19: <ul style="list-style-type: none"> ▪ Early Identification and Intervention Support Program (Great Leaps, Early Literacy Toolkit, Earobics, Precision Reading) ▪ School District speech and language service ▪ Education Assistant support ▪ Accelerated Reader program in school libraries ▪ Buddy Reading ▪ Roots of Empathy (program Partner) ▪ Parents as Literacy Supporters (in partnership with CBAL) ▪ Parents of Primary Students (in partnership with CBAL) ▪ One to One Children's Literacy Program (in partnership with CBAL) ▪ Psycho-educational services and support • Screen Smart Committee <ul style="list-style-type: none"> ▪ Information and even ▪ Online resources
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Grades 4 through 7:

<ul style="list-style-type: none"> • City of Revelstoke: <ul style="list-style-type: none"> ▪ Book exchange host ▪ Community events supporter • Community Connections (Revelstoke) Society: <ul style="list-style-type: none"> ▪ After school Programs ▪ Youth Program (accepting Grade 5-7 for some activities) • Columbia Basin Alliance for Literacy <ul style="list-style-type: none"> ▪ Family Literacy Drop In 	<ul style="list-style-type: none"> • Revelstoke Literacy Action Committee <ul style="list-style-type: none"> ▪ Revelstoke Literacy Directory ▪ More Books in the Community ▪ Advisory and literacy planning ▪ Information sharing ▪ Community literacy coordination and collaboration • School District #19: <ul style="list-style-type: none"> ▪ Fluency Identification and Intervention Support Program (Precision Reading, Intermediate Tool Kit)
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<ul style="list-style-type: none"> ▪ One to One Children's Literacy Program ▪ Family Night Out ▪ Family Tutoring ▪ Share the Word Book Exchange ▪ Roots of Empathy (program partner) ▪ Coordination support for Revelstoke Literacy Action Committee • Interior Health Public Health <ul style="list-style-type: none"> ▪ Information and referral • Ministry of Children and Family Development (Revelstoke) <ul style="list-style-type: none"> ▪ Information and referral ▪ Parent supports 	<ul style="list-style-type: none"> ▪ Education Assistant Support ▪ School District speech and language service ▪ Accelerated Reader program in school libraries ▪ Buddy Reading ▪ Roots of Empathy (program partner) ▪ One to One Children's Literacy Program (in partnership with CBAL) ▪ Psycho-educational services and support • Okanagan Regional Library <ul style="list-style-type: none"> ▪ Summer Reading Club ▪ Author visits and events ▪ Books and learning materials to loan ▪ Free internet access • Screen Smart Committee <ul style="list-style-type: none"> ▪ Information and events ▪ Online resources
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Grades 8-12:

<ul style="list-style-type: none"> • Columbia Basin Alliance for Literacy <ul style="list-style-type: none"> ▪ Family Tutoring ▪ Share the Word Book Exchange ▪ Family literacy programs ▪ Coordination support for Revelstoke Literacy Action Committee • Columbia Basin Trust <ul style="list-style-type: none"> ▪ Scratch online ▪ Scratch Magazine • Community Connections (Revelstoke) Society <ul style="list-style-type: none"> ▪ Youth Program/ No Rules Expressions ▪ Food Skills Workshops • Ministry of Children and Family Development (Revelstoke) <ul style="list-style-type: none"> ▪ Information and referral • Okanagan College <ul style="list-style-type: none"> ▪ Dual credit programs in partnership with School District #19 ▪ Community Action Plan to Address Multiculturalism, Racism and Discrimination • Okanagan Regional Library <ul style="list-style-type: none"> ▪ Books and learning materials to loan ▪ Internet access ▪ Book of the Month online resource ▪ ORL Teen Shelf (online) <ul style="list-style-type: none"> • Homework Help • Book Links • Cyber Book Club • Askaway online information link • Revelstoke Employment Services <ul style="list-style-type: none"> ▪ Summer Youth employment services ▪ Youth Employment Facilitator 	<ul style="list-style-type: none"> • Revelstoke Literacy Action Committee <ul style="list-style-type: none"> ▪ Revelstoke Literacy Directory ▪ More Books in the Community ▪ Advisory and literacy planning ▪ Information sharing ▪ Community literacy coordination and collaboration ▪ Youth Literacy Sub-Committee ▪ Essential Skills Sub-Committee • Revelstoke Theatre Company <ul style="list-style-type: none"> ▪ Theatre sports ▪ Youth involvement in extra-curricular drama • SAFER (Sexual Awareness for Everyone in Revelstoke) <ul style="list-style-type: none"> ▪ Health literacy / website information ▪ Online training modules and credits for high school students • School District #19: <ul style="list-style-type: none"> ▪ Grade 8 & 9 Fluency Identification and Intervention Support Program ▪ Secondary interventions and resources (Critical Reading, Corrective Reading, Precision Reading and Spelling Through Morphographs) ▪ Education Assistant Support ▪ School District speech and language service ▪ After school homework/study/tutor support ▪ Psycho-educational services and support ▪ Dual credit courses for some college courses • Screen Smart Committee <ul style="list-style-type: none"> ▪ Information and events ▪ Online resources
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Young Adults:

<ul style="list-style-type: none"> • Columbia Basin Alliance for Literacy <ul style="list-style-type: none"> ▪ Family Literacy Drop In ▪ Parents as Literacy Supporters (in partnership with SD #19) ▪ Parents of Primary Students (in partnership with SD #19) ▪ Family Night Out ▪ Family Tutoring ▪ Mother Goose ▪ Stress Free Reading at Home Workshops ▪ Share the Word Book Exchange ▪ Writing Out Loud ▪ Coordination support for Revelstoke Literacy Action Committee initiatives ▪ Literacy events • Community Connections <ul style="list-style-type: none"> ▪ Social Justice Advocate ▪ Housing Outreach Program ▪ Food Skills information ▪ Form Assistance Program (in partnership with VTLP) ▪ Parenting support • Ministry of Children and Family Development (Revelstoke) <ul style="list-style-type: none"> ▪ Information and referral • Okanagan College <ul style="list-style-type: none"> ▪ Volunteer Tutoring Program ▪ Revelstoke Centre of Learning ▪ Adult Academic and Career Preparation Courses ▪ Distance Education support ▪ English as a Second Language Settlement Assistance Program(ESLSAP) ▪ Residential Construction ▪ Welcoming and Inclusive Communities and Workplace Program (WICWP) ▪ Carousel of Nations ▪ Exam invigilation ▪ Educational Advising Services ▪ Community Action Plan to Address Multiculturalism, Racism and Discrimination ▪ Anti-racism workshops ▪ Residential Construction 	<ul style="list-style-type: none"> • Okanagan Regional Library <ul style="list-style-type: none"> ▪ Books and learning materials to loan ▪ Adult Book Club ▪ Book of the Month online resource ▪ Literacy/ESL sections in the library ▪ Internet access ▪ Exam invigilation • Revelstoke Employment Services <ul style="list-style-type: none"> ▪ Youth Employment Facilitator ▪ Youth skills program ▪ Referral/ information/ employment transition ▪ Job search skill development and support ▪ Computer support • Revelstoke Literacy Action Committee <ul style="list-style-type: none"> ▪ Revelstoke Literacy Directory ▪ More Books in the Community ▪ Advisory and literacy planning ▪ Information sharing ▪ Community literacy coordination and collaboration ▪ Youth Literacy Sub-Committee ▪ Essential Skills Sub-Committee • SAFER (Sexual Awareness for Everyone in Revelstoke) <ul style="list-style-type: none"> ▪ Health literacy / website information • School District #19 <ul style="list-style-type: none"> ▪ No fee placement in courses – space permitting ▪ Children and Youth with Special Needs Transition Planning • Stepping Stones Consulting <ul style="list-style-type: none"> ▪ Implicit Career Search ▪ Steps to Success Workshops (Life skills training) • Volunteer Income Tax Support Program
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Adults:

<ul style="list-style-type: none"> • Columbia Basin Alliance for Literacy <ul style="list-style-type: none"> ▪ Family Literacy Drop In ▪ Parents as Literacy Supporters (in partnership with SD #19) ▪ Parents of Primary Students (in partnership with SD #19) ▪ Family Night Out ▪ Family Tutoring ▪ Mother Goose ▪ Stress Free Reading at Home Workshops ▪ Share the Word Book Exchange ▪ Writing Out Loud 	<ul style="list-style-type: none"> • Okanagan Regional Library <ul style="list-style-type: none"> ▪ Books and learning materials to loan ▪ Adult Book Club ▪ Book of the Month online resource ▪ Internet access ▪ Exam invigilation • Revelstoke Child Care Society <ul style="list-style-type: none"> ▪ Document support and resources • Revelstoke Employment Services <ul style="list-style-type: none"> ▪ Referral/ information/ employment transition
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<ul style="list-style-type: none"> ▪ Coordination support for Revelstoke Literacy Action Committee initiatives • Community Connections <ul style="list-style-type: none"> ▪ Social Justice Advocate ▪ Housing Outreach Program ▪ Food Skills information ▪ Form Assistance Program (in partnership with VTLP) ▪ Parenting support • Okanagan College <ul style="list-style-type: none"> ▪ Volunteer Tutoring Program ▪ Revelstoke Centre of Learning ▪ Adult Academic and Career Preparation Courses ▪ Distance Education support ▪ English as a Second Language Settlement Assistance Program(ESLSAP) ▪ Form Assistance Program (in partnership with Social Justice Advocate) ▪ Residential Construction ▪ Welcoming and Inclusive Communities and Workplace Program (WICWP) ▪ Carousel of Nations ▪ Exam invigilation ▪ Educational Advising Services ▪ Community Action Plan to Address Multiculturalism, Racism and Discrimination ▪ Anti-racism workshop ▪ Experience Works 	<ul style="list-style-type: none"> ▪ Employment facilitators ▪ Job search skill development and support ▪ Computer support • Revelstoke Literacy Action Committee <ul style="list-style-type: none"> ▪ More Books in the Community ▪ Advisory and literacy planning ▪ Information sharing ▪ Community literacy coordination and collaboration • SAFER (Sexual Awareness for Everyone in Revelstoke) <ul style="list-style-type: none"> ▪ Health literacy / website information • School District #19 <ul style="list-style-type: none"> ▪ No fee placement in courses – space permitting • Screen Smart Committee <ul style="list-style-type: none"> ▪ Information and events • Stepping Stones Consulting <ul style="list-style-type: none"> ▪ Implicit Career Search ▪ Steps to Success Workshops (Life skills training) • Volunteer Income Tax Support Program
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Seniors:

<ul style="list-style-type: none"> • Columbia Basin Alliance for Literacy <ul style="list-style-type: none"> ▪ Family Literacy Programs ▪ Share the Word Book Exchange ▪ Community coordination support for Revelstoke Literacy Action Committee initiatives ▪ Writing Out Loud • Community Connections <ul style="list-style-type: none"> ▪ Social Justice Advocate ▪ Housing Outreach Program ▪ Food Skills information ▪ Form Assistance Program (in partnership with VTLP) • Okanagan College <ul style="list-style-type: none"> ▪ Volunteer Tutoring Program ▪ Revelstoke Centre of Learning ▪ Distance Education support ▪ Form Assistance Program (in partnership with Social Justice Advocate) ▪ English as a Second Language Settlement Assistance Program (ESLSAP) ▪ Form Assistance Program (in partnership with Social Justice Advocate) ▪ Residential Construction ▪ Welcoming and Inclusive Communities and Workplace Program (WICWP) 	<ul style="list-style-type: none"> • Okanagan College (cont') <ul style="list-style-type: none"> ▪ Carousel of Nations ▪ Exam invigilation ▪ Educational Advising Services ▪ Community Action Plan to Address Multiculturalism, Racism and Discrimination ▪ Experience Works • Okanagan Regional Library <ul style="list-style-type: none"> ▪ Books and learning materials to loan ▪ Book of the Month online resource ▪ Exam invigilation • Revelstoke Literacy Action Committee <ul style="list-style-type: none"> ▪ Revelstoke Literacy Directory ▪ More Books in the Community ▪ Advisory and literacy planning ▪ Information sharing ▪ Community literacy coordination and collaboration ▪ Senior literacy and learning support and planning • Senior Citizens Association <ul style="list-style-type: none"> ▪ Resources and support ▪ Computer lab ▪ Volunteer Senior Tutors ▪ Speaker series ▪ Organized activities • Volunteer Income Tax Support Program
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Community Literacy Partners and Champions:

Local organizations that have supported literacy work in Revelstoke:

<ul style="list-style-type: none">• BC Hydro• City of Revelstoke• Columbia Basin Alliance for Literacy• Columbia Basin Trust Education Sector Funds• Columbia Basin Trust Local Initiatives• Community Connections (Revelstoke) Society• Community Futures Development Corp.• Early Childhood Educators• Interior Health Public Health• Interior Health Speech and Language Clinic• Knights of Pythias• Loyal Order of the Moose• Ministry of Children and Family Development• Okanagan College – Revelstoke Centre• Okanagan Regional Library – Revelstoke Branch• Revelstoke Board of Education – School District #19• Revelstoke Child Care Society• Revelstoke Community Foundation• Revelstoke Credit Union• Revelstoke Early Childhood Development Committee	<ul style="list-style-type: none">• Revelstoke Employment Services Centre• Revelstoke Literacy Action Committee• Revelstoke Rotary Club• Revelstoke Social Development Committee• Revelstoke Theatre Company• Revelstoke Senior Citizens' Association• Screen Smart Committee• Sexual Awareness for Everyone in Revelstoke (SAFER)• Share the Word Book Exchange locations:<ul style="list-style-type: none">○ Community Connections Food Bank○ Farwell Centre (CBAL)○ Family Laundry○ Queen Victoria Hospital○ Revelstoke Community Centre○ Revelstoke Forum Arena○ Revelstoke Awareness and Outreach Program○ StrongStart Early Learning Centre• Stepping Stones Consulting• United Way of the North Okanagan Columbia Shuswap
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Note: Literacy Asset information is always changing – this information represents a snapshot of the literacy assets gathered in the spring of 2010.