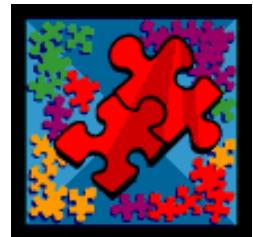


REVELSTOKE COMMUNITY/DISTRICT LITERACY PLAN



School District 19
(Revelstoke)

Revelstoke Literacy



Action Committee

JUNE 2014 UPDATE

Revelstoke Community/District Literacy Plan

Revelstoke Board of Education

Table of Contents

Introduction & Context

Page 1

Task Group: RLAC

Page 2

Reflecting on Current Year 2013-2014

Page 3-7

Considering the Coming Year 2014-2015

Page 8-9

Priority Actions for 2014-2015

Page 10-14

F. Appendices

Appendix I

Task Group (RLAC)

Page 15

Appendix II

Acronym List

Page 16

Appendix III

Literacy Assets List

Page 17-18

Introduction & Context

Revelstoke is a small community of about 8,000 people, including Columbia Shuswap Regional District Area B. The community is geographically defined, bordered by steep mountains, the Columbia River, and Mount Revelstoke and Glacier National Parks. The geography also serves to isolate the community, although there are transportation and economic ties with neighbouring geographic regions such as the Kootenays, the Shuswap and the North Okanagan. Revelstoke has a relatively young citizenry, with a median age of 40 years. Between 2006 and 2011, census population counts indicated an increase in the number of residents aged 0-4 years, 25-39 years, 50-74 years, and 80 years and over, with decreases in the other age groups. Our School District serves approximately 960 students in three elementary schools and one high school, all within the City of Revelstoke.

Our community is fortunate to have had support and consistent funding from the Columbia Basin Trust (CBT) for a several years. This funding has supported both the community development as well as literacy programming and initiatives.

School District 19 works closely with the Columbia Basin Alliance for Literacy (CBAL) and the Revelstoke Literacy Action Committee (RLAC) in creating and monitoring the plan. A Community Literacy Coordinator leads the process and is responsible for the ongoing support of the plan. RLAC has given direction to the prioritization, implementation and evaluation of annual planning since 2005 and remains integral to the development of the 2014 Community District Literacy Plan update. Prior literacy plans inform the annual updates to the Community District Literacy Plan.



Task Group: Revelstoke Literacy Action Committee (RLAC)

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 and supported by Decoda Literacy Solutions.

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

Literacy Plan Development Process:

The Revelstoke Literacy Action Committee met on the following dates to provide input on literacy projects and initiatives as well as to examine progress on the 2013-2014 plan:

- September 23rd, 2013,
- November 18th, 2013 (Financial Literacy Sub-Committee)
- January 9th, 2014,
- March 26th, 2014,
- May 22, 2014 (Financial Literacy Sub-Committee)
- June 6, 2014
- June 13, 2014

Next steps

July 2014: submission of updated plan

September 2014: Prioritization of actions based on funding available.



Reflections on the current year (2013-2014)

1) Task group:

a. Who takes part in the task group?

- Variety of stakeholders from the community including: community service agencies, educational institutions (both K-12 and college level), Interior Health, literacy professionals, library, tutors, community representatives focused on early learning, youth, seniors, social development and ESL/multiculturalism. For a complete listing of members please refer to Appendix 1.

b. How is the work of this group organized?

- 3 regular meetings per year to receive updates from family/community literacy, adult literacy, ESL programs, as well as to discuss youth and senior learning opportunities and literacy projects and initiatives. Networking and information sharing are key.
- RLAC acts as an advisory body for Okanagan College Volunteer Adult Literacy Tutoring program, Okanagan College's English as a Second Language Settlement Assistance Program as well as CBAL's Family and Community Literacy Program.
- Additional sub-committee meetings may be called as needed
- RLAC members along with interested community members are invited to attend to review DLP

2) Community context:

a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development? Consider both positive and negative impacts.

- Increased birth rate is challenging capacity for some programs
- Continuation of the Welcoming Communities project
- More English Language Learners looking for service (schools, OC, WorkBC)
- Early learning programs have had an increase in the number of ESL families seeking service and requiring support in additional languages (transition support helps with accessing programs and child care)
- The existence of the Francophone school has resulted in more requests for French language supports at OC. Perceived increase in francophone families staying in the community.
- Increased demand for service from temporary residents in the community for a season.
- Increased interest from international students wanting to come to the community to learn. RSS program is at capacity limits.
- The City of Revelstoke's Poverty Reduction Working Group identified Financial Literacy as a high priority and, in partnership with CBAL, was able to secure funding to deliver a two-year Financial Literacy project.

3) Community development and literacy collaboration:

a. Provide an example of an important collaboration that has taken place to support literacy and the work of the task group:

- **School District 19 and CBAL:** School District 19 provides office and community literacy programming space, workshop space and program resources. CBAL partners to coordinate and facilitate school aged family literacy programming including Parents as Literacy Supporters (PALS), Parents of Primary Students (POPS), parent workshops and the One to One Children’s Literacy program.

4) Goals and actions for the current year: (2013-2014)

a. What priorities, goals or objectives have you addressed this year?

b. What actions were taken to reach these? What organizations and groups participated in these actions?

Priority Actions	Partners	2013-2014 Progress
Sustain quality literacy programs and services at a minimum of current levels to provide lifelong learning opportunities.	OC, CBAL, SD, ORL,RSA	PALS, POPS, Mother Goose, One to One, Books for Babies, Volunteer Adult tutoring, AACP, Seniors tutoring and workshops, ESL services continued.
Collaborate to support ESL families transitioning into early learning and child care programs	OC; Welcoming Communities Committee; ECDC	Welcoming Communities ECD Transition Support Staff project implemented March 2013-March 2014. 8 children were supported.
Continue to share information, collaborate to identify best practice and best use of space/resources to support children, families and the community.	SD19; ECDC	Collaborations are ongoing. 10 ECDC meetings held.
Collaborate with Community Connections to support the new access initiative which will identify and address barriers, support families and improve access to early learning programs and services.	CC; ECDC	1 year Reaching Out to Community Kids pilot project undertaken. Pilot ends June 2014. Evaluation to follow.
Offer an early learning or parent education workshop open to parents, early learning service providers and kindergarten teachers.	ECDC; RCCS; IHA; CC	Storytelling, mental health workshops held. Family Friday and Baby Talk parent information series held.
Advocate for continued high collaboration and information sharing to ensure there is no duplication of service	ECDC	Coordination continues. A meeting with overlapping programs was held to share concerns and increase understanding.
Provide additional support to each K-9 student not meeting district literacy benchmarks	SD19	Support implemented
Continue focus on enhancing literacy of aboriginal students.	SD19 Aboriginal Education	Aboriginal supports implemented and maintained Sept 2013-June

	Advisory Committee	2014. June 2014 Aboriginal Storytelling Festival.
Strengthen parents' abilities to support their children's learning through POPS (Parents of Primary Students). Establish POPS as an ongoing program at each elementary school.	CBAL; SD19	3 POPS sessions hosted at each of 3 elementary schools
Collaborate with the Youth Initiatives Committee, Youth Liaison and Stoke Youth Network to identify specific gaps in service and learning opportunities for youth.	SD, OC, WORKBC, SDC, YAC, LOC; YMHSU	Youth Action Plan reviewed and updated. LOC participated.
Deliver a youth employment/career fair and skill building workshops for school-aged youth	YAC; RSS; WorkBC	Not completed.
Deliver the <i>Knowledge is Power</i> series of free public education forums that focus on a variety of child and youth mental health topics	YAC; CMHA; RSS; SDC	5 Knowledge is Power workshops delivered from Oct 2013-May 2014
Provide a media literacy presentation for youth and parents on social media and/or cyber bullying.	YAC; RSS; LIRN BC	Presentation and workshop delivered February 2014
Raise awareness of the need to embed soft skills (ie. Communication, appearance and conflict resolution skills) in existing programs for youth.	OC; RLAC; RSS	Pathways to Success program offered. Rethinking Dyslexia film presentation.
Raise awareness for employers and young adults regarding cultural changes that can lead to conflict and unmet expectations.	OC; Work BC	Not completed. A lead has not had capacity to move this action forward.
Create a financial literacy assets inventory	RLAC; CBAL; CoR (SDC)	A two year financial literacy project is being implemented April 2014-April 2016
Collaborate to identify highest financial literacy priorities	RLAC; CBAL; financial literacy subcommittee	A two year financial literacy project is being implemented April 2014-April 2016
Access financial literacy workshop and provide information to the Literacy Action Committee members	CBAL; RLAC	Community Literacy Coordinator participated in training. Information and resources shared with members of RLAC and the new Financial Literacy sub-committee
Distribute link to wikispace website with financial literacy resources and materials	CBAL	Access to wikispace provided to Social Development, literacy practitioners, Community Connections and Opportunities facilitator.
Collaborate to ensure learners are aware of specific essential skills programs and opportunities they may qualify to access.	OC; WorkBC; RLAC	Information provided using social media, email, service providers. More to be done.
Continue to encourage employers to be engaged in essential skills opportunities.	OC; WorkBC; RLAC	Not complete.
Advocate for local solutions and access to appropriate programming and supports for adults with learning disabilities	OC; RLAC	An informal learning program was maintained. More advocacy required for formal programming and services

Collaborate with the Seniors Association and seniors volunteer coordinator to identify and provide highest priority learning opportunities for seniors.	RSA; SDC; CBAL	27 learning opportunities offered. 215 senior learners participated 11 volunteers supported tutoring
Provide computer workshops identified by learners.	RSA; CBAL	5 seniors computer workshops provided
Conduct a survey of seniors to get determine desired learning topics for workshops.	RSA; SDC	Computer workshop survey provided. Specific workshops developed in response.
Collaborate to support the Welcoming Communities initiative and seek opportunities to continue successful outcomes.	OC; Welcoming Communities committee	2 Welcoming Communities Committee meetings held. Cross-sectoral organizations collaborating to support the project.
Support advocacy and funding applications to continue the work of the ESLSAP program beyond March 2014	OC; RLAC	OC applied to the federal CIC funding opportunity. New program began April 2014.
Continue partnerships to support ESL services for young children and their families.	OC, ECDC, RCCS, SD19, CC	ESL Family Classes held. 8 ESL families supported in accessing early learning programs and quality child care.
Offer ESL learners access to a basic computer learning opportunity	OC	Computer Basics offered to ESL learners February 2014
Collaborate to support initiatives for newcomers that provide learning opportunities to promote diversity and knowledge of other cultures.	OC; Welcoming Communities; Multicultural Society, Embrace BC; SDC	Welcome Week Nov 2013 Carousel of Nations – Feb 2014 Embrace BC – Sept 2013-Mar 2014 2 Welcoming Communities meetings 10 Settlement Workshops ESL conversation groups Multicultural Society workshops and film series. June 2014 Aboriginal Storytelling Festival

c. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?

- New partnership between City of Revelstoke Social Development and CBAL resulted in accessing a CBT Social Grant to develop a two-year financial literacy project.
- A new outdoor Street Library was donated by a local business (The Taco Club). The Street Library is being supplied and monitored as part of CBAL’s community book exchange.

5) Indications of success:

a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.

- Reports to RLAC indicate that current evaluated actions are supporting learners. Programs, services and resources at all age levels are supporting lifelong learning opportunities. Numbers of individuals accessing programs have been maintained.
- School aged programs including One to One, PALS, POPS, and Roots of Empathy are being offered District wide.
- Seniors Book Exchange, Street Library and Community Book Exchange are distributing books throughout the community.
- ESL learners continue to participate in the programs, families are finding informal and formal transition support to bridge into other community programs. ESL classes, ESL Conversation Classes, ESL Family program continued to be offered in Revelstoke until March 2014.
- Events such as Volunteer Fair, open houses, Rethinking Dyslexia event, Revelstoke Reads, Reach a Reader, Family Literacy events, and Champions for Literacy promote literacy in the community
- Successful volunteer recruitment supported children's literacy, adult literacy and ESL learners

b. What are the things that support literacy work?

- Literacy Outreach Coordination animates actions on plan priorities, ensures communication and connection between stakeholders.
- Strong partnerships
- Professional development for service providers
- School District #19 continued commitment to literacy
- Continued support from funders including local and regional funders such as Columbia Basin Trust, Revelstoke Community Foundation, Revelstoke Credit Union
- Ongoing, predictable funding support
- Strong local, regional, provincial and government support
- Volunteers
- Welcoming, consistent staff with an opportunity to build relationship with learners over time.
- 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.

6) Challenges:

a. What are the difficulties?

- Uncertain financial climate
- Capacity to respond to all areas identified as gaps, issues and opportunities.
- Changing government priorities

b. What would help?

- Resources to support changes in technology needs and technology learning
- Predictable, sustainable, ongoing core funds help with quality programming, capacity and planning and would impact community literacy development.
- Continued strong partnerships
- Political will and policy
- Professional development opportunities
- High quality resources and information materials
- Continued advocacy work provincially (Decoda), regionally (LOCs/CBAL) and locally (CBAL Revelstoke)
- Continued funding for literacy outreach coordination

For the coming year 2014-2015:

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

Challenges:

- Changing college priorities and resources
 - ◆ Impending loss of the Adult Academic Career Preparation (Adult Basic Education) program will mean that Revelstoke adults will not be able to upgrade at the college.
 - ◆ Pressure on colleges to deliver on training to meet the provincial LNG challenge. However, there is no funding for the essential skills or upgrading that learners may need to get access to the training.
- School Districts looking to focus on trades training. However, there is no additional funding to facilitate the program focus.
- Ongoing barriers challenge learner availability to participate
- Stigma remains a challenge.
- Lack of long term essential skills programs.
- ESL program change from provincial to federal program results in changes to criteria of eligible learners and stricter use of funds.
- Public materials need to be provided in clear language to make them accessible (especially health and government materials) as well as more language options for English language learners.
- Ongoing changes to learning needs due to technology
- Volunteer turnover is high due to short term and seasonal residency.

Opportunities:

- The Ages and Stages Questionnaire (ASQ) Clinic provides an opportunity to discuss early learning one on one with parents.
- More funding focused on immigrant programming
- Seeing more highly skilled volunteers that are staying in the community short term.

- Ongoing Welcome Week funding is a possible opportunity to gain volunteers.
- Public Health is working on increasing access by seeking the opportunity to flex hours, use the Neighbourhood Learning Centre location at BVE and RSS more.
- Opportunities for skill development are increasing. OC may have an opportunity for another Electrical training program.
- ESL program change from provincial to federal program comes with good, useful materials.

2) What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?

See The Plan 2014-2015

3) What will be required to meet the goals and effectively employ actions for the coming year?

- Adequate funding and human resources
- Community coordination
- Engaged partners and stakeholders
- High level of communication between RLAC members, partners, stakeholders and with the community
- Continue to invite participation at RLAC from traditional and non-traditional partners. We hear from as many perspectives as possible to ensure we are able to plan for and respond to all opportunities and challenges.
- Provincial and regional support and information resources



F.Goals and Actions for 2014-2015

What new or continuing goals, priorities or objectives will you work on? What actions are planned against those goals?

We continue to strive to address our three long term goals. The highest priority goal continues to be sustaining the core quality programs and services that are supporting early learning, school aged children, families, adults and seniors.

In addition the task group has identified trends, challenges and opportunities which have resulted in some specific actions for the coming year.

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, youth, and adults to become literate and to enjoy literacy activities.

- **Sustain current programs**
- **Increase awareness of literacy programs and resources**
- **Ensure programs support learner's goals**

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

- **Address gaps in service for learners**
- **Reduce barriers to participation**
- **Reduce stigma**

Goal 3: Embed learning and literacy activities in community settings.

- **Increase opportunities to engage in literacy experiences**
- **Encourage a community culture that values learning and literacy**

1. Early Learning

Priority Actions	Lead Role	Resources Needed	Timeline/Progress
Collaborate to support an access initiative which will identify and address barriers, support families and improve access to early learning programs and services.	ECDC; Community Connections; Poverty Reduction Working Group	Collaboration; coordination; Staff capacity	July 2014-March 2015
Offer an early learning or parent education workshop open to parents, early learning service providers and kindergarten teachers. (e.g. mental health)	ECDC; RCCS, CBAL,	Coordination; funding; in-kind space	1-3 workshops will be offered between September 2014 - June 2015.
Seek, create and provide infant/childhood mental health materials in clear language to support health literacy and early learning.	CBAL, OC (CIC)	Staff capacity, Clear Language training	Develop 2 to 3 resources in clear language by May 2015
<p><i>For further information on community plans access the Revelstoke Early Childhood Development Strategic Plan at: http://revelstokeearlychilddevelopment.com/revelstoke-ecd-strategic-plan/</i></p>			

2. School Aged Children's Literacy

Priority Actions	Lead Role	Resources Needed	Timeline/Progress
Provide additional support to each K-9 student not meeting district literacy benchmarks	SD19	District wide assessments using DIBELS (K), PM Benchmarks (1-3) and G.O.R.T. (4-9); Educational Assistant intervention	Ongoing throughout 2014-2015
Increase community awareness of school district strategies and outcomes to support continuation of additional supports for students not meeting literacy benchmarks.	CBAL (LOC)	Funds to support LOC position	September 2014-June 2015

2. School Aged Children's Literacy cont'

Strengthen partnerships to support community literacy programming for school aged children and their families including Roots of Empathy, One to One Children's Literacy Program, Parents as Literacy Supporters (PALS) and Parents of Primary Students (POPS).	CBAL; SD19; ECDC	Strong partnership with Kindergarten, Grade 1 and Grade 2 educators and administration	Complete by May 2015
Increase Public Health outreach at RSS	IHA	Staff flexibility and time.	Sept 2014-June 2015
<p><i>For further information on additional plans for school aged children access the School District Achievement Contract at: http://www.sd19.bc.ca/Achievement%20Contracts and the Aboriginal Education Enhancement Agreement at: http://www.sd19.bc.ca/abed</i></p>			

3. Youth Literacy

Priority Actions	Lead Role	Resources Needed	Timeline/Progress
Participate in the Youth Advisory Committee (committee of Council) and collaborate with Youth Liason and Stoke Youth Network to identify gaps, trends, challenges and opportunities for youth 12-30 years of age.	CBAL; YAC	Coordination	September 2014-June 2015
Convene a cross-agency sub-committee to explore options, training and agency expertise to support young adults transitioning from high school into the workforce or post-secondary training.	OC, Work-BC, CC	Coordination; collaboration	Fall 2014
Provide training to support youth mental health knowledge, education and awareness.	RSS, YMHSU, SDC, YAC	Funds, coordination	Sept 2014 - June 2015. At least two workshop opportunities will be provided to support teachers, service providers working with youth.
Advocate to maintain learning opportunities for youth and adults with disabilities.	YAC, SDC, CBAL	Coordination	Sept 2014-June 2015
<p><i>For further information on community plans access the Revelstoke Youth Action Plan at: http://stokeyouthnetwork.ca/584</i></p>			

4. Adult Literacy

Priority Actions	Lead Role/ Partnerships	Resources Needed	Timeline/Progress
Convene a sub-committee tasked with developing a coordinated approach to advocate to maintain adult upgrading (AACP) in Revelstoke and look at viable options moving forward.	CBAL (LOC), Work BC, OC, SD, CF, City (SDC)	Coordination, staff time	Fall 2014
Develop and deliver a financial literacy project that includes and assets inventory, workshops, and programs.	Financial Literacy Sub-Committee (RLAC), CBAL, CoR	Coordination, funding for staff time	June 2014-March 2015 A Financial Literacy plan will be developed. 1 Financial Literacy guide will be developed. 2 workshops will be offered 2 programs will be offered

5. Seniors Literacy

Priority Actions	Lead Role	Resources Needed	Timeline/Progress
Develop and deliver new computer workshops based on identified senior interest and need (ie. PowerPoint, tablets, iPhone)	CBAL; RSA	Coordination; capacity; funding	September 2014: Identify needs and opportunities Fall 2014: Participate in CBAL development of regional iPad project. Implementation: Computer workshops Fall-Winter 2014/15 iPad workshops – May 2015
Investigate opportunities to provide outreach learning workshops or programs to senior residents that may not be attending the seniors centre.	CBAL, SDC	Capacity; computer or iPad lab	Identify opportunity and offer to provide 1 workshop at senior residences. (Selkirk Gardens, Moberly, Monashee Court or Mt. Begbie Manor)
Promote awareness of the impacts of intergenerational learning and identify potential opportunities.	RSA; SDC; CBAL	Coordination	Fall 2014: Identify one opportunity to connect children/youth with seniors
Expand book exchange to a community senior residence.	CBAL	Coordination; funding for staff time	July 2014

For further information on community plans access the Revelstoke Age Friendly Plan at: <http://www.revelstokesocialdevelopment.org/important-documents>

6. English as a Second Language Learners

Priority Actions	Lead Role	Resources Needed	Timeline/Progress
Advocate for provincial and federal funds to continue local programming	OC; ECDC, CBAL, SD, SDC	Coordination; strong partnerships	Sept 2014-March 2015 Capture data Collect stories of success Coordinate advocacy approach to make the case to maintain service despite small numbers.
Increase awareness to support immigrant families with school aged children to access after school care and learning opportunities	OC (CIC); CC; SD; LOC;	Coordination; partnerships; funding; staff time to support identification and application if appropriate.	Sept 2014-June 2015
Outreach to employers of ESL employees to increase understanding of the importance of scheduling to support access to programs for learners.	OC (CIC)	Coordination; staff time	Sept 2014-March 2015
<p><i>For further information on community plans access the Revelstoke Multicultural Plan at:</i> http://www.okanagan.bc.ca/Assets/Regions/Shuswap+Revelstoke+Region/Images2/A+Community+Action+Plan+to+Address+Multiculturalism\$!2c+Racism+and+Discrimination+in+Revelstoke.pdf</p>			

What will be required to meet the goals and effectively employ actions?

- Adequate funding and human resources
- Community coordination
- Engaged partners and stakeholders
- High level of communication between RLAC members, partners, stakeholders and with the community
- Continue to invite participation at RLAC from traditional and non-traditional partners. We hear from as many perspectives as possible to ensure we are able to plan for and respond to all opportunities and challenges.
- Provincial and regional support and information resources



Appendix I

Task Group:

(Revelstoke Literacy Action Committee Members)

Name	Organization
Ruth Boettger+	Senior Citizen's Association, President
Kristal Bradshaw+	Parent/ interested citizen
Craig Brown*	Community Connections (Revelstoke) Society, Executive Director
Otti Brown	WorkBC Revelstoke, Employment Facilitator
Amanda MacIntosh*	Community Connections (Revelstoke) Society, IDP/SCDP Consultant
Cathy Cameron-Suchy*+	Okanagan College, ESL Instructor
Alan Chell*	Revelstoke Board of Education, Chairperson
Linda Chell+	Revelstoke Child Care Society/CCRR, Executive Director/Coordinator
Anne Cooper	Consultant, Superintendent of Schools (Retired)
Mike Hooker+	Revelstoke Board of Education (SD 19), Superintendent of Schools
Kelsey Croxall+	IHA Public Health, Public Health Nurse
Carolyn Duncan	IHA Speech and Language Clinic, Speech Pathologist
Kendra Runnalls*	Okanagan Regional Library, Head Librarian
Karilyn Kempton*	Okanagan College and volunteer, interested citizen
Asa Kenyon+	Columbia Basin Alliance for Literacy, Facilitator
Mary Kline+	Okanagan College Program Manager/ CBAL facilitator
Susan Knight*	Okanagan Regional Library
Meghan MacIsaac	Recreation Facility Program Manager, City of Revelstoke
Marly McAstocker+	Adult tutoring volunteer, parent, interested citizen
Jane McNab*	Community Futures Development Corporation, Director
Simone Palmer+	Okanagan College AACP, Instructor
Lorna Phelps*	Columbia Park Elementary, Teacher
Megan Shandro+	Okanagan College, Volunteer Adult Literacy Coordinator, Youth Liason
Patricia Sieber*	Volunteer, Retired Kindergarten Teacher
Tracy Spannier+	Columbia Basin Alliance for Literacy/ ECD Committee, Coordinator
Krista Stovel+	WorkBC Revelstoke, Employment Facilitator
B.R. Whalen	Okanagan College/ Multicultural Society, ESLSAP Coordinator
Jill Zacharias+	Revelstoke Social Development Committee, Coordinator, City of Revelstoke

* Associate members

+ Planning Participant

Vision Statement:

The Revelstoke Literacy Action Committee envisions a community that values and supports the development of lifelong learning opportunities through sustainable quality literacy resources that are accessible to all residents. Our community acknowledges and embraces all literacies as an important key to access education, obtain employment and to fully participate in the community and the economy.

Appendix II

Acronyms:

AACP:	Adult Academic and Career Preparation (OC)
CCRR:	Child Care Resource and Referral
CBAL:	Columbia Basin Alliance for Literacy
CLBC:	Community Living British Columbia
CIC:	Citizenship and Immigration Canada
CC:	Community Connections (Revelstoke) Society
CF:	Community Futures
CLSA:	Community Living Services for Adults
CMHA:	Canadian Mental Health Association
CoR:	City of Revelstoke
ECDC:	Early Childhood Development Committee
ECE:	Early Childhood Educator
ESL:	English as a Second Language
ESLSAP:	English as a Second Language Settlement Assistance Program
ICSP	Integrated Community Sustainability Plan
IH:	Interior Health Authority
IDP:	Infant Development Program
LOC:	Literacy Outreach Coordinator
NLC:	Neighbourhood Learning Centre
OC:	Okanagan College, Revelstoke Centre
OPT:	Options for Sexual Health Clinic
ORL:	Okanagan Regional Library, Revelstoke Branch
PACT:	Parent and Community Together
PALS:	Parents as Literacy Supporters
POPS:	Parents of Primary Students
RAOP:	Revelstoke Awareness and Outreach Program
RCCS:	Revelstoke Child Care Society
RLAC:	Revelstoke Literacy Action Committee
RMS:	Revelstoke Multicultural Society
RSA:	Revelstoke Seniors Association
RSS:	Revelstoke Secondary School
SCDP:	Supported Child Development Program
SD:	Revelstoke Board of Education/ School District #19
SDC:	Social Development Committee
SLC:	Speech and Language Clinic (IHA)
SSC:	Screen Smart Committee
VTLP:	Volunteer Tutor Literacy Program
WCC:	Welcoming Communities Committee
WorkBC:	WorkBC Employment Services
YIC:	Youth Initiative Committee
YAC:	Youth Advisory Committee (a Committee of Council)
YMHSU	Youth Mental Health and Substance Use Committee

Appendix III - Revelstoke Community Literacy Inventory

Prenatal and Perinatal	Birth to 5 years	Kindergarten To Grade 3	Grades 4-7	Grades 8-9	Grades 10-12	Young Adults	Adults	Seniors
Baby Bundles	Books for Babies	Rockin' Readers		Stoke Youth Network	→	Adult Academic and Career Prep	→	
	Mother Goose	One to One Reading Program	→	Youth Liason	→	Volunteer Literacy Tutoring	→	
Prenatal Classes	Little Goslings Activity Time	Parents as Literacy Supporters (PALS)		Youth Mentor Program	→	Adult Computer Classes	→	
Bellies and Babies	→	Parents of Primary Students (POPS)	Youth School Outreach	ORL Teen Shelf	→	One to one Computer Tutoring	→	
RCCS Early Learning Resource Library	→	Accelerated Reader		Fluency Identification & Intervention Prog.		Employment Services	→	
Public Health prenatal / child development support	→	Buddy Reading	Girls Lunch groups	Youth Employment Services	→	ESL Classes	→	
	Read to Me	Summer Reading Program (ORL)	→			ESL Conversation Group	→	
	Wee Read (Baby Storytime)	Roots of Empathy	→			Stress Free Reading at Home	→	
	Tales for Tots (Toddler Storytime)	After School Programs (SD)	→			Parenting workshops	→	
	Preschool Storytime		Homework Club	→		Volunteer ESL tutoring		Volunteer Seniors Computer Tutoring
	StrongStart					Adult Book Club		Monthly Speaker Educational Series
	Leap Land					Food Skills for Families		
	Family Night Out	→	→		Opportunities Fund Program	→	→	
	Screen Smart Initiative	→	→				→	

Prenatal and Perinatal	Birth to 5 years	Kindergarten To Grade 3	Grades 4-7	Grades 8-9	Grades 10-12	Young Adults	Adults	Seniors
	Family Literacy Drop-In	—————→						
	Building Family Libraries	—————→						
	Infant Development Program							
	Supported Child Development							
	Speech Language Clinic							
	Community Book Exchange	—————→						+ Senior's Book Exchange
	Ready Set Learn/ 3 Year Old Spring Fair							
	Cool Kids, Corner Stones & Jumping Jacks Preschools							
	Early Intervention Screenings/ASQ Initiative							
	Story Adventure Kits	—————→						
	Quality Child Care	Includes afterschool Care	—————→					
	Play in the Park							
	Parent and Community Together (PACT)							
	Revelstoke Literacy Directory	—————→						—————→