

# REVELSTOKE COMMUNITY/DISTRICT LITERACY PLAN



**School District 19**  
(Revelstoke)

**Revelstoke Literacy**



**Action Committee**

**JUNE 2015 UPDATE**

# Revelstoke Community/District Literacy Plan

Revelstoke Board of Education

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## **Introduction & Context**

Revelstoke is a small community of about 7,139 people. 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 936 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 2015 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 2014-2015 plan:

- July 8, 2014 (Financial Literacy Sub-Committee)
- September 19, 2014 (Financial Literacy Sub-Committee)
- October 16, 2014 (Financial Literacy Sub-Committee)
- October 22, 2014
- December 8, 2014 (special meeting concerning Adult Academic and Career Program at Okanagan College)
- January 19, 2015 (Financial Literacy Sub-Committee)
- March 12<sup>th</sup>, 2015
- May 18, 2015
- May 21, 2015 (Financial Literacy Sub-Committee)

### *Next steps*

**July 2015:** submission of updated plan

**September 2015:** Prioritization of actions based on funding available.



## Reflections on the current year (2014-2015)

### 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?

- Quarterly regular meetings 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. Currently a financial literacy sub-committee is actively planning and advising on a two year financial literacy project.
- RLAC members along with interested community members are invited to attend to review Community District Literacy Plan priorities.

### 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.

- Adult Academic and Career Prep (adult basic education) change in fee structure. Funding is year to year at Okanagan College for the AACP. Post-secondary institutions are deciding individually how to address the provincial change in fee structure. Right now we know that fees will be waived for one year for fundamental courses at Okanagan College.
- The evolution of information delivery requires digital and media literacies
- The increasing cost of living requires individuals to work and in many cases to work more... leaving less time for individual learning and for supporting children's learning
- The shift in government focus away from foundational learning toward trades opportunities signals a change in expectations and where funding goes. While the full impacts of the political shift is unknown, it is anticipated that programming at Okanagan College, School District 19 and CBAL will be affected.
- There are increased multicultural and multi-lingual learning opportunities. There is support for settlement, English as a Second Language learners and an option for francophone children to learn in their first language.
- There are great partnership opportunities for in-kind learning spaces including schools as community learning centres after hours. OC's learning centre is available for learners.

**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:**

- The Okanagan College Education Advisor from the Centre of Learning brought adult learning stakeholders together to plan and implement an Adult Learning Week public awareness campaign. The week included highlights of learning opportunities and culminated in a celebration of adult learners.



**4) Goals and actions for the current year: (2014-2015)**

**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?**

<b>Early Learning</b>		
<b>Priority Actions</b>	<b>Partners</b>	<b>2014-2015 Progress</b>
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; Access sub-committee; Poverty Reduction Working Group	July 2014-March 2015 Progress: The Early Years Centre access initiative offered a flexible response to supporting access.
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,	Target: 1-3 workshops will be offered between September 2014 -June 2015. Ongoing: Community Connections Family Friday series November: <ul style="list-style-type: none"> <li>• Happy Kids and Angry Birds</li> <li>• Aggressive Play</li> <li>• Resistance and Tantrums</li> <li>• Service Providers: Growing Ourselves to Grow Up Children</li> </ul> March: Storytelling Workshop
Seek, create and provide infant/childhood mental health materials in clear language to support health literacy and early learning.	CBAL, OC (CIC)	Target: Develop 2 to 3 resources in clear language by May 2015.  CBAL provided a free Clear Language workshop <i>Resources Not Completed</i>
<b>School Aged Children's Literacy</b>		
<b>Priority Actions</b>	<b>Partners</b>	<b>2014-2015 Progress</b>
Provide additional support to each K-9 student not meeting district literacy benchmarks	SD19	Ongoing throughout 2014-2015

		Supports implemented. School District 19 primary teachers are engaged in reviewing best practice and assessment.
Increase community awareness of school district strategies and outcomes to support continuation of additional supports for students not meeting literacy benchmarks.	CBAL (LOC)	September 2014-June 2015 General information provided: <ul style="list-style-type: none"> <li>• LOC Board of Education presentation.</li> <li>• LOC Rotary presentation</li> </ul> School District Presentations: <ul style="list-style-type: none"> <li>• Rotary</li> <li>• Chamber of Commerce</li> <li>• Social Development Committee</li> </ul>
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	Target: Complete by May 2015 Partnerships were maintained for these programs through to May 2015  Roots of Empathy was offered in 5 classrooms  One to One Children's Literacy Program offered 24 weeks of reading support at CPE and BVE  PALS was offered to all kindergarten families in the district. Each class participated in 4 sessions for a total of 16 sessions offered in SD19  POPS was offered to all Grade 1 and Grade 2 families in the district. 3 sessions were offered for a total of 9 sessions in SD19.
Increase Public Health outreach at Revelstoke Secondary School	IHA	Ongoing: Sept 2014-June 2015 Public Health bulletin board maintained. Occasional drop-ins during lunch. Sharing information and resources when relevant. Attended the Youth Mental Health and Wellness Fair. Participation on the Healthy School Readiness Grant Committee
<b>Youth Literacy</b>		
<b>Priority Actions</b>	<b>Partners</b>	<b>2014-2015 Progress</b>
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	Ongoing: September 2014-June 2015 CBAL continues to participate at YAC
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, RSS, CDFC	Target: Fall 2014 The Community Link program to support youth and young adults with disabilities.  In June 2015, a CFDC planning session identified that taking the lead on convening a cross-sectoral committee to look at workforce is a good fit.



Provide training to support youth mental health knowledge, education and awareness.	RSS, YMHSU, SDC, YAC, OC	Sept 2014 - June 2015. Workshop for service providers on LGBTQ Diversity, Inclusion and Safety Knowledge is Power Series: Rob Nash Presentation March 2015 Ryan Clayton anti-homophobia presentations to RSS and the community – April 2015 Leave Out Violence (LOVE BC) Media Workshops and presentations – April 2015 Youth Wellness Fair May 2015
Advocate to maintain learning opportunities for youth and adults with disabilities.	YAC, SDC, CBAL	Sept 2014-June 2015 Funds received by Community Connections to maintain the Community Link program supporting opportunities, experiences and skill development for young adults with disabilities.
<b>Adult Literacy</b>		
<b>Priority Actions</b>	<b>Partners</b>	<b>2014-2015 Progress</b>
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)	Fall 2014: An RLAC meeting with committee members, Okanagan College AACP staff, Dean of Arts & Foundational Programs, Assistant Dean of Arts & Foundational Programs, Regional Dean Shuswap-Revelstoke, Mayor of Revelstoke, and a City Councilor took place on December 8, 2014 to understand the concerns around changes to the Adult Academic And Career Prep as well as to discuss opportunities.  A change to funding structure could result in tuition fees required for adult basic education. The task group identified that if fees are implemented it would be difficult to maintain the program.  Numbers in AACP increased in 2014-2015
Develop and deliver a financial literacy project that includes and assets inventory, workshops, and programs.	Financial Literacy Sub-Committee (RLAC), CBAL, CoR	June 2014-March 2015 A one year financial literacy plan was developed. A financial literacy guide is under development A financial literacy facilitator has been provided to the Family Night Out program. A 10-week Money Sense workshop series took place Singular workshops were provided for youth, seniors and at the food bank  May 2015: a planning meeting will take place to review the results of year one and plan for year two of the project.

		Opportunities in year to for workshops for targeted populations (eg. ESL or Seniors not accessing the Seniors Centre).
<b>Senior Literacy</b>		
<b>Priority Actions</b>	<b>Partners</b>	<b>2014-2015 Progress</b>
Develop and deliver new computer workshops based on identified senior interest and need (ie. PowerPoint, tablets, iPhone)	CBAL; RSA	One-on-one iPad tutoring is underway at the Senior's Centre. The Senior's Association is applying for computer upgrades and iPads for teaching tools. CBAL has also applied to have two iPads available for teaching.  A CBAL iPad project is just under development in Spring 2015  Regular CBAL computer workshops took place in March 2015 with limited capacity CBAL was unable to develop new workshops.  iPad workshops – are delayed to the 2015-2016 year.
Investigate opportunities to provide outreach learning workshops or programs to senior residents that may not be attending the seniors centre.  Identify opportunity and offer to provide 1 workshop at senior residences. (Selkirk Gardens, Moberly, Monashee Court or Mt. Begbie Manor)	CBAL, SDC	CBAL did not have the staff capacity to move forward with outreach in 2015-2016 <i>Not Completed</i>
Promote awareness of the impacts of intergenerational learning and identify potential opportunities.	RSA; SDC; CBAL	Target: Identify one opportunity to connect children/youth with seniors:  Younger computer tutors volunteering at the Seniors Centre  Railway Museum: elder volunteers teach the community and visitors our rail history.  NCES Initiatives: Little Sprouts, Mountain Harvest book, Garden Guru garden mentor series  ORL teaching seniors how to use the online library system.
Expand book exchange to a community senior residence.	CBAL	July 2014 <i>Expansion to a senior residence not completed</i> The Book Exchange program at the Senior's Centre is full and ongoing.
<b>English as a Second Language Learners</b>		
<b>Priority Actions</b>	<b>Partners</b>	<b>2014-2015 Progress</b>
Advocate for provincial and federal funds to continue local programming	OC; ECDC, CBAL, SD, SDC	Sept 2014-March 2015  OC was successful in accessing short term federal ESL funding support.



		Funds have grown but criteria to access programs have changed. The province has provided top-up funds for ineligible learners.
Increase awareness to support immigrant families with school aged children to access after school care and learning opportunities	OC (CIC); CC; SD; LOC;	Sept 2014-June 2015 <i>Not completed</i>
Outreach to employers of ESL employees to increase understanding of the importance of scheduling to support access to programs for learners.	OC (CIC)	Sept 2014-March 2015 A series of workshops was completed by OC focused on cultural awareness, supporting diversity and the benefits of a diverse workforce.

**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?**

- Community LINK funding was restored to continue supporting youth and young adults with disabilities. This enabled additional learning opportunities for this group.
- There was a real interest in replicating senior learning opportunities at various sites in the community rather than just at the community centre. While CBAL was committed to the concept, a change in staff capacity resulted in the loss of the initiative. The idea to provide location based services remains and will be implemented once capacity is restored.
- Community Futures has recently identified that convening a cross-sectoral committee to look at workforce fits well with their mandate. School District 19 is considering a proposal to implement additional supports for youth graduating and who have recently left the school system. This adds a lead partners looking at support and transitions into the workforce.



## **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 PALS, POPS, and Roots of Empathy are being offered District wide and One to One Children's Literacy program is offered in 2 of 3 schools.
  - Seniors Book Exchange, Street Library and Community Book Exchange are distributing books throughout the community.
  - Senior learners continue to take advantage of onsite learning opportunities. Including computer workshop series, financial literacy workshops and many more.
  - 15 adult literacy learner/tutor pairs and 11 volunteer tutor matched supporting adult ESL learners.
  - More activity at the library including author visits, events, Story Time, Toddler Time, Lego Club, Family Craft Day, Multicultural Storytelling as well as game nights and PJ Storytime events.
  - 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 2016.
  - Over 280 adults participated in family literacy programs with their children.
  - Events such as Volunteer Fair, open houses, Adult Learning Week promotion and events, Reach a Reader, Family Literacy events, and Champions for Literacy promote literacy in the community
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- **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 supports
  - 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
  - Successful volunteer recruitment supported children's literacy, adult literacy and ESL learners
  - 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 resulting in a challenge to maintaining consistent sustainable programs and services.
- 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 to support a system of ongoing service
- 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 2015-2016:**

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

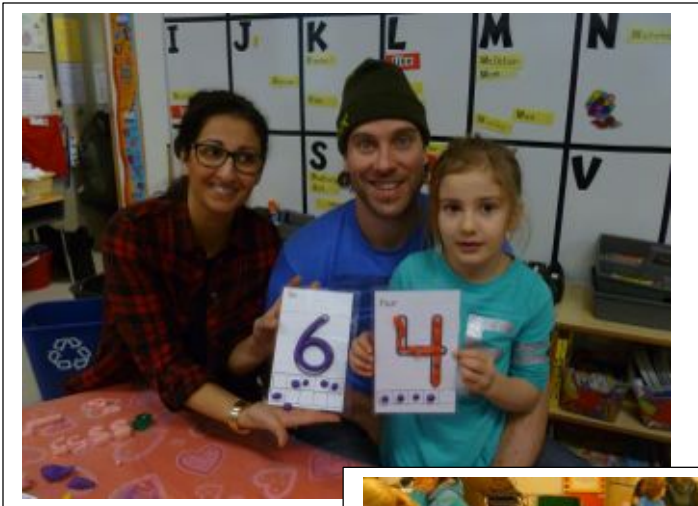
**Challenges:**

- Year to year funding formula continues to be a concern. Consistency in foundational learning opportunities is key. The programs and services must be there when the learner is ready...not parachuted in based on when funds are available. Consistency, planning and staff retention are in jeopardy when funds are constantly changing and unknown.
- Changes in government priorities:
  - Government priorities impact institutional priorities and focus (and their flexibility to address local issues).
  - Band aid programs are popular with government. (one-time reactive programming as opposed to ongoing core funded planned proactive approaches)
- There is more depth to programs than just numbers. As a small community it is a challenge to reach critical numbers which puts us in jeopardy of losing important core learning opportunities and services. The story is not being collected. Learners and families can have multiple barriers. We are looking to create change at a deeper level and that is not information that is easy to articulate in a database data collection method.
- Program uptake. We have some excellent high quality programs (ie. financial literacy series) but attendance can be impacted by multiple factors including time available to participate and consistency of programs over time (one time offers often do not get traction right away... programs need time to grow).
- Service provider capacity... we are challenged by multiple priorities. There are many things to complete and we must choose where our resources and energies go.
- Competing programs vs. meeting needs and engaging new participants

- Stigma continues to be a concern. How do we support learners that self-select our and are not comfortable accessing the services that are available.

**Opportunities:**

- There is an opportunity to participate in Decoda’s provincial “Literacy is Life” campaign. This will assist us in public awareness with pre-developed materials.
- CBAL is working with a New Horizons for Seniors grant in the region to develop iPad tech workshops for seniors. CBAL communities will have an opportunity to provide the workshops.
- There are increased opportunities to engage with the library as a partner. Increased offerings at the library including one on one online learning supports.
- There is an opportunity for Public Health to change its parent information series from a short series to an ongoing information series.
- The financial literacy project has completed its first year and there is an opportunity to learn from the experiences and set concrete goals for the second year of the project.
- There is interest in develop meaningful intergenerational learning on an ongoing basis.
- The OC Centre of Learning is underutilized. With promotion and partnership it could become a dynamic community study space.



## **F.Goals and Actions for 2015-2016**

**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.

### **Priority Actions identified by literacy planning members:**

**Long Term 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

<b>2015-2016 Proposed priority actions</b>	<b>Lead Role</b>	<b>Resources Needed</b>	<b>Timeline</b>
Identify capacity to continue current program offerings and advocate for longer term funding.	CBAL, OC, ORL, SD19	Funds Qualified Staff	Capacity: Fall 2015 Advocacy: ongoing
Engage in planning and information sharing processes with Okanagan College, municipal and provincial governments to advocate for local free adult upgrading.	Rev. OC Advisory CBAL Social Development	Coordination	Ongoing  June 2015 OC Strategic Planning  Fall 2015: Presentation to Revelstoke OC Advisory Committee  Fall 2015 Literacy Conference  Spring 2015: Community District Literacy Planning
Share information about provincial advocacy campaigns through the Revelstoke Literacy Action Committee distribution list.	Rev. OC Advisory CBAL	Coordination	Ongoing

	Social Development		
Request that Revelstoke's Okanagan College Advisory Committee advocate for continued access to free or low cost fundamental adult basic education programming.	Rev. OC Advisory CBAL Social Development	Coordination	Fall 2015
Collaborate to build strong partnerships for financial literacy to sustain/continue ongoing learning opportunities when the current project is complete.	CBAL, City of Revelstoke Social Development, RLAC Financial Literacy sub-committee	Coordination	Ongoing to April 2016  Resource development to include Financial Literacy Guides (Family, Youth, Senior and General)  An update of the Seniors Resource Guide will complement the financial literacy guide,
Ensure the richness and depth of programs are articulated in reports and recorded at RLAC to build understanding (beyond attendance numbers) and support for programs.	OC, CBAL, RLAC		Ongoing
Convene an adult learning sub-committee to identify assets and opportunities for collaboration.	CBAL, OC, RLAC	Coordination	Fall 2015

**Long Term 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**

<b>2015-2016 Proposed priority actions</b>	<b>Lead Role</b>	<b>Resources Needed</b>	<b>Timeline</b>
Individually support learners and families to access support services to address the related issues and barriers that affect their lives and learning. Provide referrals to other service organizations as appropriate.	CBAL, OC, RECDC, all service providers take personal responsibility to support their learners and link	Service provider knowledge and commitment	Ongoing



	them to services and service providers.		
Promote awareness of the barriers that impact learning opportunities.	All RLAC members, CBAL, OC, CoR Social Development	Shared information about barriers faced by learners	Ongoing – each member to track
Seek learners willing to share their story to assist with promoting awareness and increasing understanding.	All RLAC members, CBAL, OC, CoR Social Development	Trust with learners	Ongoing
Identify current examples of barriers experienced by learners at each regular RLAC meeting to enable the group to problem solve and seek collaborative responses.	CBAL, OC, RLAC	Coordination	Ongoing. Each regular RLAC meeting.

**Long Term 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**

<b>2015-2016 Proposed priority actions</b>	<b>Lead Role</b>	<b>Resources Needed</b>	<b>Timeline</b>
Acknowledge adult learner accomplishments within programs, through Champions for Literacy in the fall, and International Adult Learners Week in the spring.	OC, CBAL	Coordination	Ongoing in literacy programs. Champions for Literacy nominations – Sept 2015 International Learners Week – April 2016
Reconvene the health literacy sub-committee to identify capacity, resources, opportunities to collaborate.	CBAL, City of Rev. Social Development	Coordination	Fall 2015 – first meeting Fall 2015: Social Development to host “Navigating the Health Care System”

			Spring 2016 – complete plan identifying capacity and opportunities.
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### What will be required to meet the goals and effectively employ actions?

- Drivers to move forward/ coordination
- Time and funds (resources)
- Creativity/ problem solving
- Flexibility within roles and jobs or know who to connect to
- Willingness to collaborate and partner- sharing of skills/time
- Plan together – buy in
- Engage people with barriers to have dialogue
- Advocacy – from all stakeholders
- Appreciation (volunteers, learners, funders)



## *Appendix I*

### **Task Group:**

*(Revelstoke Literacy Action Committee Members)*

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

\* 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
CFDC:	Community Futures Development Corporation
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
NCES:	North Columbia Environmental Society
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 Com

## Appendix III - Revelstoke Community Literacy Inventory

<b>Prenatal and Perinatal</b>	<b>Birth to 5 years</b>	<b>Kindergarten To Grade 3</b>	<b>Grades 4-7</b>	<b>Grades 8-9</b>	<b>Grades 10-12</b>	<b>Young Adults</b>	<b>Adults</b>	<b>Seniors</b>
Baby Bundles	Books for Babies			Stoke Youth Network	→	Adult Academic and Career Prep	→	
	Mother Goose	One to One Reading Program	→	Youth Liason	→	Volunteer Literacy Tutoring	→	
	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	→	
		Summer Reading Program (ORL)	→			ESL Conversation Group	→	
	Storytime events (PJ, Multicultural)	Roots of Empathy	→			Stress Free Reading at Home	→	
	Toddler Time 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	→	→					
	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	—————→						—————→



## Appendix IV – Additional Plans to Consider

There are a number of plans that have been completed specific to Revelstoke that inform our knowledge about our community and our learners.

*Revelstoke Early Childhood Development Strategic Plan at:*

<http://revelstokeearlychilddevelopment.com/revelstoke-ecd-strategic-plan/>

*School District Achievement Contract at:* <http://www.sd19.bc.ca/wp-content/uploads/sites/2/2015/03/Achievement-Plan-14-15.pdf>

*Aboriginal Education Enhancement Agreement Annual Report at:* <http://www.sd19.bc.ca/wp-content/uploads/sites/2/2015/03/13-14-Ab-Ed-Annual-Report.pdf>

*Revelstoke Youth Action Plan at:* <http://www.revelstokesocialdevelopment.org/wp-content/uploads/2014/02/Revelstoke-Youth-Action-Plan-Update-2014.pdf>

*Revelstoke Age Friendly Plan at*

<http://www.revelstokesocialdevelopment.org/assets/files/Age%20Friendly%20Plan%20-%20Final.pdf>

*Revelstoke Poverty Reduction Action Plan:*

[http://www.revelstokesocialdevelopment.org/wp-content/uploads/2013/10/Revelstoke\\_PovertyReductionActionPlan.pdf](http://www.revelstokesocialdevelopment.org/wp-content/uploads/2013/10/Revelstoke_PovertyReductionActionPlan.pdf)

*Revelstoke Diversity Action Plan at:*

<http://www.revelstokesocialdevelopment.org/wp-content/uploads/2015/04/Revelstoke-diversity-action-plan.pdf>

