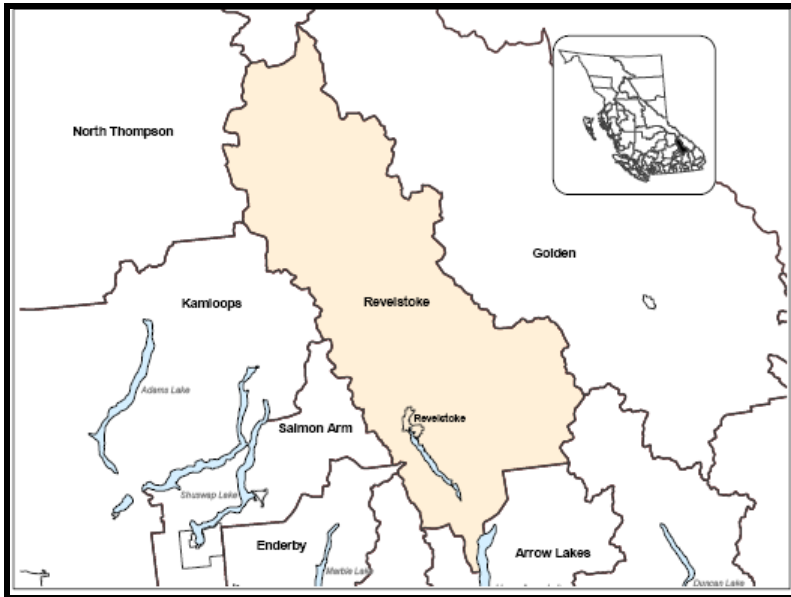
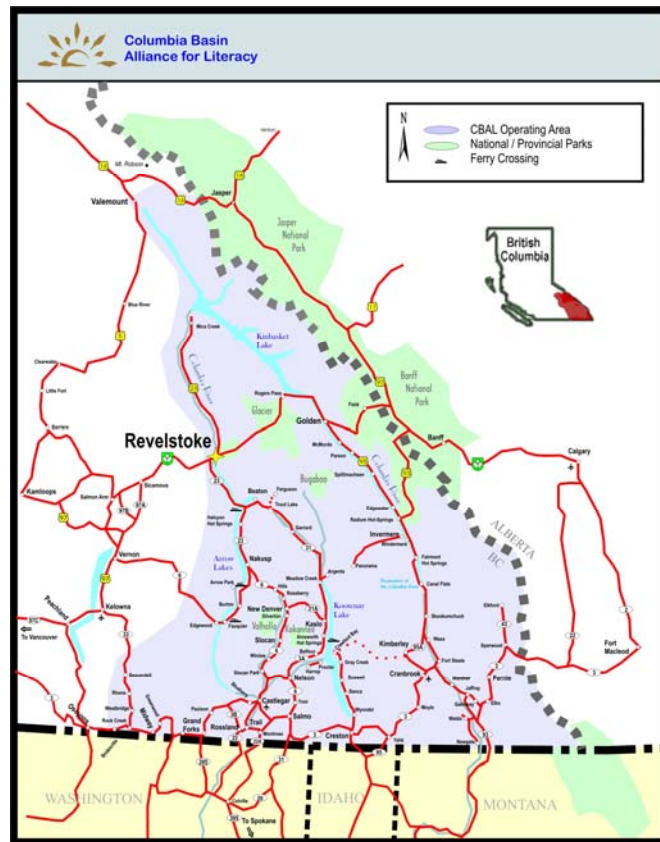


# A Community/District Literacy Plan For Revelstoke



Local Health Area 19- Revelstoke: BC Stats image



Map Image provided by the Columbia Basin Alliance for Literacy

Prepared by:  
**Tracy Spannier**  
 Community Literacy Coordinator

# Acknowledgments

Thank you to the community members that have participated in our initial community planning and the Literacy Now process with such thoughtfulness and enthusiasm. The vision and dreams that we now share are the foundation of planning for the future.

Our heartfelt appreciation is extended to the members of the Revelstoke Literacy Action Committee for the leadership, guidance and passion for lifelong learning you have brought to our community. The strengths of our partnerships and willingness to work together put us well on our way before we were asked to take on the task of creating this plan.

This has been an inspirational experience and we look forward to the future we are creating together.

*Tracy Spannier*  
Community Literacy Coordinator  
Columbia Basin Alliance for Literacy  
Revelstoke Literacy Action Committee

*Anne Cooper*  
Superintendent of Schools  
Revelstoke Board of Education



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## **Context**

Revelstoke is located within the Columbia Mountains along the main east-west transportation corridor which includes the mainline of C.P. Rail and the Trans-Canada Highway adjacent to the Okanagan and Kootenay regions. It is a community of 7230 people (8317 for the entire region) with a rich mountain history.

The economy of Revelstoke is tied directly to its geographic location, physical environment and the natural resources of the region. The forest industry, transportation (primarily rail), tourism and government services all contribute significantly to the community's economic health. *See Appendix B, C and D for more community information.*

The Revelstoke and Area Community Portrait indicates that the education levels of Revelstoke citizens are similar to provincial levels and that education and training have been identified by the economic sector as a top priority (Pearce, 2007, p.37). We know from the International Adult Literacy and Life Skills Survey (IALLS) that 42% of Canadians, age 16-65, do not have the literacy skills necessary for coping with everyday life and work. We know that literacy deeply affects the lives of citizens and families in Revelstoke.

It is essential that our community plan thoughtfully and meaningfully to address those needs in accessible, multifaceted ways and in both formal and informal ways. We must provide opportunities across the lifespan that build on success. Literacy efforts in Revelstoke are supported by strong partnerships and collaboration.

## **Community Literacy Planning**

Over the last decade, much has been done to further and expand literacy work in Revelstoke. Examples include planning sessions, inclusion in city planning, literacy advisory committees, quality community literacy programs, collaboration with the Board of Education regarding its expanded mandate in literacy, and review of our literacy planning in light of the ReadNow BC initiative.

A launch meeting for Literacy Now was held in September 2004. At that time, eighteen community members with a wealth of experiences attended a planning meeting. Both literacy assets and challenges were brainstormed. A second planning meeting was held in December 2004 where at that time, the Revelstoke Literacy Action Committee (RLAC) agreed to champion literacy in the community. At that point, the RLAC hired a consultant to write a planning document.

The Revelstoke Community Literacy Plan initially identified fifteen objectives with a number of recommended actions for working towards success in each area. It was recognized that this work would not be done simultaneously, that the document formed a vision for the future and was a long-term plan. In June of 2005, the Revelstoke Literacy

Action Committee developed four priorities. It was envisioned that the plan would go forward based on the level of funding attained. The initial four priorities included:

- a. Sustainability for current programs and long-term direction;
- b. Support for a youth literacy initiative;
- c. Increasing parents' confidence to support their children's learning; and
- d. Provide the opportunity for more books to be available for all ages of Revelstokians.

Currently, RLAC has enjoyed two rounds of implementation funding and are well on their way to working towards the goals and objectives stipulated in that initial plan. For an update on progress see Appendix H.

### **Board of Education Role**

With the advent of an expanded role for Boards of Education, the Revelstoke Literacy Action Committee was immediately advised of this direction. During the fall of 2007, a thorough review of the Revelstoke Community Literacy Plan was undertaken to consider the process required to transition the existing work into a Community/District Literacy Plan with linkages to the Four Pillars of ReadNow BC:

1. School Readiness in Young Children
2. Reading Success in Schools
3. Reading Success for Adults
4. Reading Success for Aboriginal People

Under the guidance of a steering committee, the initial plan has reformatted a number of the existing community literacy goals into three pillars: reading success in schools, reading success for adults, and school readiness for young children. After considerable discussion and review of the existing Community Literacy Plan we felt that the specific goals and objectives for youth, ESL learners and Aboriginal learners would best be covered in a broad, overarching way. In this respect, the fourth ReadNow pillar, *Reading Success for Aboriginal People*, will exist wherever it is suitable in the other three areas. The steering committee proposed the development of a Community Literacy pillar to address the literacy work that does not fit neatly into the designated pillars such as family literacy and youth literacy.

### **Defining Literacy**

The RLAC has identified the need for a broad literacy definition that is inclusive and supportive of learning and development in all of its forms.

The committee adopted the following definition in 2003:

Literacy is being able to perform the functions (reading, writing, math and computers) required to communicate and to provide for one's self and one's family in today's world. It is a continuum of these skills necessary for everyday life in the home, at work, in education and in the community.

For the purposes of this work we also accept and embrace the broad definition of literacies provided by Literacy Now:

**Literacy is an essential cultural, social and academic practice that involves, not only reading, writing and numeracy, but also a variety of abilities including viewing and representing, aural literacy including language, musical and listening skills, cultural literacy including civic skills.**

**Literacies enable us to communicate, represent and evaluate knowledge in multiple ways. The more literacies we learn, the greater our understanding of the world. Literacy is a continuum of skills. We can all become more literate.** (Source: Literacy Now Planning Guide , p 4, 2004)

ReadNow BC has stated "Around the world, literacy means the ability to understand and use printed information in daily activities, at home, at work and in the community – in essence, reading."

### **Moving Forward with Vision**

Revelstoke Literacy Action Committee  
Vision Statement

**All residents of Revelstoke will have the opportunity to attain and maintain the literacy skills necessary to fully participate in the community and the economy.**

To attain our vision, Revelstoke 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.

## Long Term Goals

*The literacy planning process has been 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.**

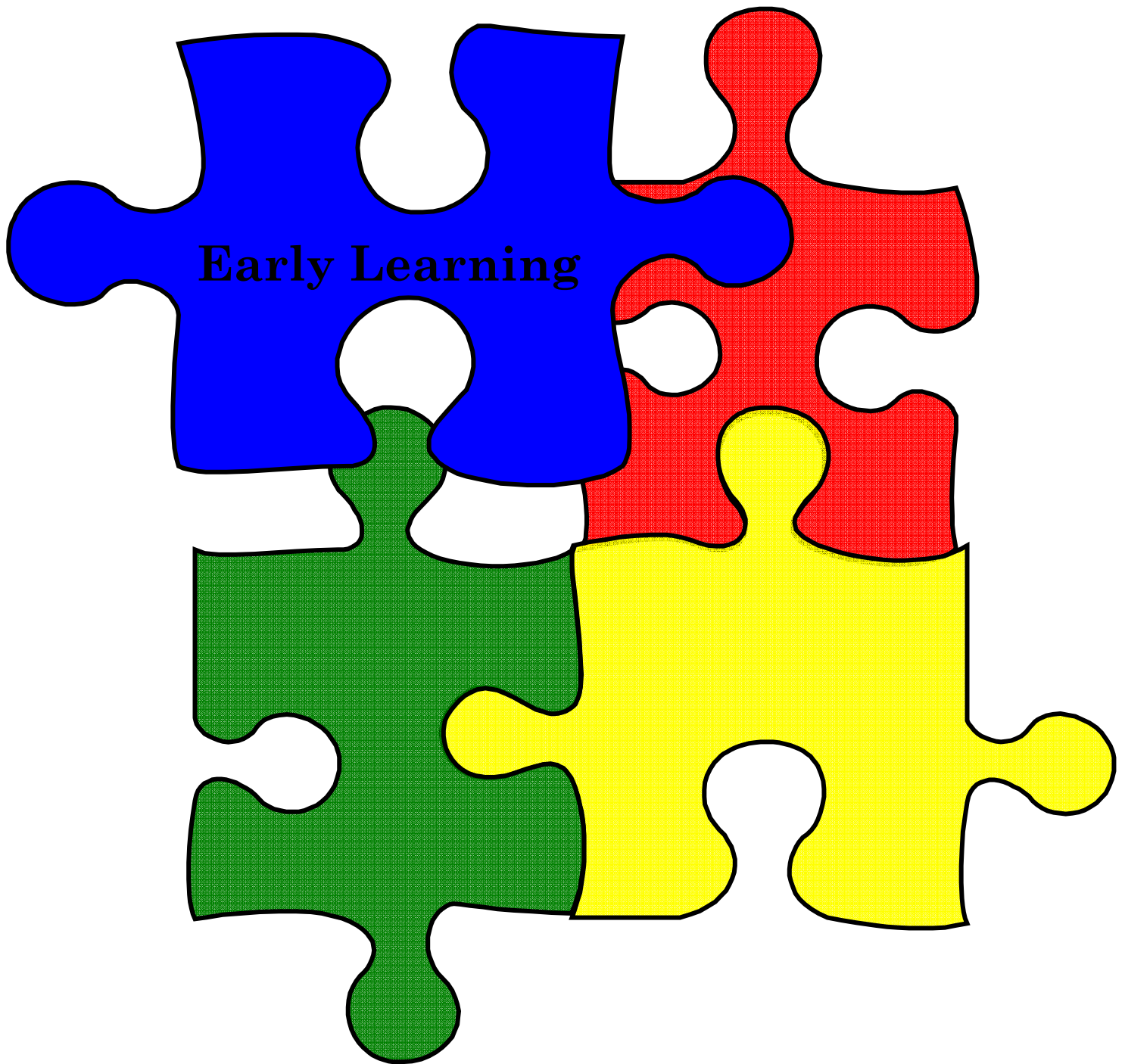
## Purposes for this document

- Create an inventory of programs, services and resources from birth through senior years identifying community literacy and learning assets. See Appendix G. “We plan, innovate, and act best together by building incrementally and wisely on the literacy assets that already exist in the community.” (Perryman, 2004)
- Provide an overarching plan of goals, objectives and strategies that includes four stand alone pillars that can be extracted for consideration, or put together to form the community/district literacy plan for Revelstoke.
- This document will serve as a basis for dialogue about lifelong learning and literacy in our community. Consultations with service providers, educators, learners, and families to gain an accurate picture of Revelstoke’s strengths, challenges and opportunities will continue to occur and become part of the thoughts reflected here.
- This document is a starting point for evaluating outcomes as well as a guiding hand in the decision-making process when focusing energy and resources for learning and literacy.
- It is integral that these be re-visited as our community grows and changes. This plan must be a living document that can be responsive to new issues that may arise, while continuing to successfully address the priorities identified by the community.



# Literacy for Everyone





## *Early Learning: School Readiness in Young Children*

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### **Background Information:**

- The BC Early Learning Framework outlines four areas of early learning which are all inter-related: learning in one area is likely to support learning in all three other areas. (BC Early Learning Framework (draft) p. 17)
  - Well-being and belonging
  - Exploration and creativity
  - Languages and literacies
  - Social responsibility and diversity
- BC Early Learning Framework(draft): <http://www.youthliteracy.ca/fla/ialss.htm>
  - Early learning is the foundation for lifelong learning, and the basis for individual, social and environmental well-being. (p.3)
  - In early learning, children are developing the skills, attitudes and dispositions that will help them to lead meaningful, fulfilling lives within their families and communities. Enriched early learning is likely to result in children being ready to succeed when they go to school. (p.3)
  - Families are the primary educators of children and have the most important role in promoting their children's well-being, learning, and development in the context of supportive communities. (p. 15)
  - Play is an essential support to children's early learning. (p. 10)
  - Language plays a central role in connecting thought and learning. (p. 16)
- "The Acquisition of literacy skills begin long before Kindergarten, beginning at birth through everyday interactions like talking, singing, sharing books, telling stories, or pointing out and naming objects." (McCain, Mustard and Shanker, 2007, p.49)

### **Community Perspective:**

- Our community has a thriving network of individuals and organizations that value and are committed to ensuring quality early childhood development opportunities for children in Revelstoke including representatives from parents, child care, early childhood educators, health, program facilitators, literacy, parents, business, school district, volunteers and retirees.
- We have a strong Early Childhood Development Plan already in place which has been key in guiding decision making and accessing funds to move forward with creating early childhood opportunities for our children's optimal development.
- School District #19 Early Development Instrument (E.D.I.) results indicate that Revelstoke children are the least vulnerable, compared to other school districts in the province. All domains of the development had decreases in vulnerability between Wave 1 and Wave 2 with the largest decrease on the language and cognitive domain.

## Successes:

- A strong vision for young children:

*Revelstoke envisions a caring community that acknowledges, values and supports the shared responsibility of investing in young children so that they may live, learn, play, and dream in safe and healthy surroundings.*

- The Early Childhood Development Committee and ECD service providers have been collaborating for a number of years to support families and young children in the community. See Appendix F for a list of ECD service providers.
- Early Childhood Educators are valued in our community, resulting in quality programs with low educator turn over.
- Strong partnerships between community agencies and professionals operate with the understanding that future learning successes are dramatically influenced by the development of “the whole child”.
- Interagency solutions to barriers accessing early learning programs have been implemented.
- The 2006-2007 Early Development Instrument indicates that children in our community are entering Kindergarten the least vulnerable in the province.
- In the Community Summary of Revelstoke’s Early Development Instrument (EDI) results, the Human Early Learning Partnership stated, “The results indicate that the qualities of children’s experiences in Revelstoke are supporting their early development.”



## Challenges:

- School District #19 Early Development Instrument results place Revelstoke as one of the least vulnerable communities in British Columbia. The challenge now is to consider the reasons for these results and maintain them over time and in the face of community change.
- Transportation, particularly during winter months, remains an issue in terms of accessing services and programs.
- Barriers to access must be considered to ensure universal programming. Addressing barriers often requires a one on one solution.
- Programs must be sustainable, yet funding for early childhood development programs as well as literacy programs are not stable. Programs and services are inevitably tied to the will of the Federal and Provincial politicians of the day. Advocacy for quality early childhood development is ongoing.

**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.**

**Objective 1: Sustain current programs and develop long-term directions**

**Strategies and Actions**

- Support a collaborative rather than competitive approach to funding, resources and programming
- Provide professional development opportunities to all early childhood development service providers, including Kindergarten teachers.
- Ensure clear communication between Early Childhood Educators and Kindergarten teachers to ensure quality program supports.
- 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.
- 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.
- Continue consistent family literacy and early learning programs. The programs must be there for families when they are ready to access them.

**Objective 2: Provide accessible information, referrals and awareness of literacy programming and resources**

**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.
- Maintain a strong referral system by maintaining and updating the flow of information using multiple forms of communication.
- Provide information regarding the critical importance of the early years and early learning experiences. Build awareness through events, displays, ads and presentations
- Provide access to the BC Early Learning Framework to assist in educating service providers and community members about the need to think about the ‘whole child’ to promote early learning.

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| <b>Objective 3: Provide programs that support learners' goals</b>  |
| <b>Strategies and Actions</b>  |
| <ul style="list-style-type: none"> <li>• Increase the confidence and skills of family members to support the learning and literacy development of their children.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Continue efforts, such as Ready, Set Learn, to connect preschool families to their neighborhood school. Feeling welcome and comfortable in schools will help families participate in their child's learning.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• 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 such as StrongStart.</li> </ul>   |

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| <b>Goal 2: Provide resources and supports for those children, youth and adults who may not be engaged in literacy activities.</b> |
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| <b>Objective 1: Address gaps in service for learners</b> |
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| <b>Strategies and Actions</b>  |
| <ul style="list-style-type: none"> <li>• Complete planning work for ESL services for young children and their families.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Maintain strong partnerships to increase the community's ability to be responsive to unique/individual learning needs.</li> </ul> |

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| <b>Objective 2: Reduce barriers to participation</b> |
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| <b>Strategies and Actions</b>  |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Create welcoming, inclusive environments. Building relationship is key for successful outreach opportunities.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Ensure that programs are culturally sensitive and responsive.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul>                               |
| <ul style="list-style-type: none"> <li>• Bring programs/services to the neighborhood of participants.</li> </ul>   |

|   |
|---|
| <b>Objective 3: Reduce stigma</b>   |
| <b>Strategies and Actions</b>   |
| <ul style="list-style-type: none"> <li>• Provide universal programs, open to all families and all abilities, to reduce the stigma of ‘targeted’ programs.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Create environments that are welcoming to all learners.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• 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).</li> </ul>   |
| <b>Objective 4: Learners are supported in setting and reaching attainable goals</b>   |
| <b>Strategies and Actions:</b>  |
| <ul style="list-style-type: none"> <li>• Provide parent education opportunities to learn about early learning and ways for families to support the learning of young children.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Provide many opportunities for families to support and enhance their child’s development</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Provide early intervention in any early learning environment to ensure continued development for a child who may require extra support.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul> |

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| <b>Goal 3: Embed learning and literacy activities in community settings.</b> |
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| <b>Objective 1: Increase opportunities to engage in literacy experiences</b>   |
| <b>Strategies and Actions</b>  |
| <ul style="list-style-type: none"> <li>• Provide literacy program and service information to all community service providers/program facilitators, media and information boards throughout the community.</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Maintain access to a children’s book exchange locations throughout the community where children and families gather.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Create and provide story extender kits so that families can discover ways to encourage early literacy experiences in their home.</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>• Promote use of libraries (including Okanagan Regional Library, Early Learning Resource Library and school libraries)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Include literacy opportunities at children’s and other public events</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Acknowledge and support the work that has been accomplished within the early childhood community to build literacy into all early childhood development programming.</li> </ul> |

## Objective 2: Build a community culture that values learning and literacy

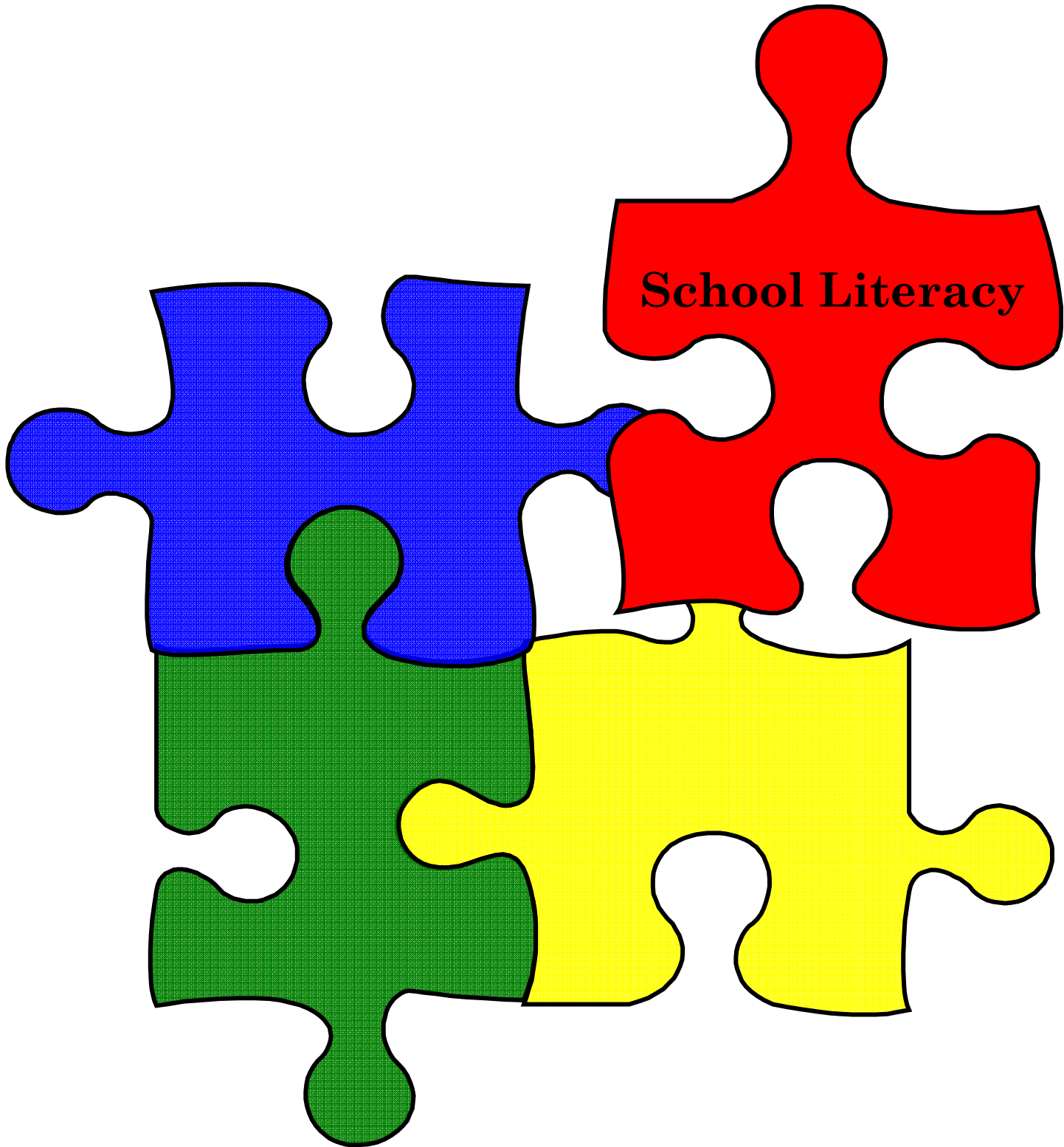
### Strategies and Actions

- Maintain the culture of valuing books that has already been established by the early childhood community.
- Provide information and materials to build the case for early learning throughout the community, including municipal leaders.
- Ensure that literacy events such as Family Literacy Day include information about and a celebration of early learning.
- Create a public education campaign to ensure parents are aware of the critical role they play in early learning and literacy.

### Success Statements:

1. Progress is evaluated annually by the Early Childhood Development Committee and the Revelstoke Literacy Action Committee which provide valuable decision-making information.
2. Surveys of parents and care providers will indicate 85% increased confidence and skills to support learning.
3. Surveys of parents and care providers will indicate 85% increased awareness of the role of families in supporting early learning and literacy development.
4. The Early Development Instrument will continue to indicate that children in this school district are low on the vulnerability scales and establishing a foundation for success in school. In the 2006-2007 results, 12% of Revelstoke Kindergarten children were vulnerable on at least one domain of their development. Maintaining 12% or experiencing a decrease would indicate that children's early development is being supported.





## 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.<br><br>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or literacy interventions. | District Screening DIBELS – Kindergarten<br>Phoneme Segmentation<br><br>n = 75               |  | 2002/2003: 65%<br>2003/2004: 55%<br>2004/2005: 56%<br>2005/2006: 45%<br>2006/2007: 51%                   | These results provide the context for this objective. A fifteen percent increase from K to grade 1 will form the basis for the Grade 1 target beginning with the 07/08 target. |
|  | District Reading Assessment - PM<br>Benchmarks, meeting or exceeding – Grade 1<br><br>n = 71 | 2003/2004: 70%<br>2004/2005: 70%<br>2005/2006: 72%<br>2006/2007: 72%<br>2007/2008: 66%                   | 2002/2003: 60%<br>2003/2004: 65%<br>2004/2005: 68%<br>2005/2006: 51%<br>2006/2007: 64%                   | Target not met. Cohort group from 2006 has 19% more students meeting or exceeding benchmarks. Target revised based on previous year K results.                                 |
|  | District Reading Assessment - PM<br>Benchmarks, meeting or exceeding – Grade 2<br><br>n = 80 | 2003/2004: 70%<br>2004/2005: 80%<br>2005/2006: 86%<br>2006/2007: 86%<br>2007/2008: 84%                   | 2003/2004: 85%<br>2004/2005: 79%<br>2005/2006: 84%<br>2006/2007: 78%                                     | Target met at two of four schools. Cohort group from 2006 has 27% more students reading at grade level. Target revised based on previous year Grade 1 results.                 |
|  | District Reading Assessment - PM<br>Benchmarks, meeting or exceeding – Grade 3<br><br>n = 85 | 2003/2004: 70%<br>2004/2005: 80%<br>2005/2006: 90%<br>2006/2007: 90%<br>2007/2008: 90%                   | 2003/2004: 94%<br>2004/2005: 93%<br>2005/2006: 96%<br>2006/2007: 92%                                     | Target exceeded; objective achieved two years ahead of anticipated success and success sustained for four years.   |
|  | FSA Reading Grade 4 meeting or exceeding.<br><br>n= 67                                       | 2002/2003: 86%<br>2003/2004: 88%<br>2004/2005: 90%<br>2005/2006: 90%<br>2006/2007: 90%<br>2007/2008: 90% | 2001/2002: 82%<br>2002/2003: 82%<br>2003/2004: 87%<br>2004/2005: 90%<br>2005/2006: 83%<br>2006/2007: 86% | Target met at two schools. Twelve percent (12%) greater than provincial average.   |

| <b>Objective 1.2</b>   | <b>Performance Indicators / Evidence</b>  | <b>Performance Targets</b>                         | <b>Results</b>   | <b>Summary of Progress</b>   |
|--|---|--|--|--|
| <p>To ensure that 90% of our 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 literacy interventions.</p> | District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 4<br><br>n = 78  | 2005/2006: 84%<br>2006/2007: 87%<br>2007/2008: 90% | Fall 05: 82%<br>2005/2006: 90%<br>2006/2007: 91%   | Target exceeded. Objective achieved two years ahead of anticipated success and sustained for a second year.  |
|  | District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 5<br><br>n = 96  | 2005/2006: 88%<br>2006/2007: 90%<br>2007/2008: 90% | Fall 05: 86%<br>2005/2006: 93%<br>2006/2007: 93%   | Target exceeded. Objective achieved two years ahead of anticipated success and sustained for a second year.  |
|  | District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 6<br><br>n = 100 | 2005/2006: 84%<br>2006/2007: 87%<br>2007/2008: 90% | Fall 05: 82%<br>2005/2006: 85%<br>2006/2007: 92%   | Target exceeded and objective achieved one year ahead of anticipated success.  |
|  | District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7<br><br>n = 106 | 2005/2006: 82%<br>2006/2007: 86%<br>2007/2008: 90% | Fall 05: 80%<br>2005/2006: 87%<br>2006/2007: 92%   | Target exceeded and objective achieved one year ahead of anticipated success.  |
|  | FSA Reading Grade 7 meeting or exceeding<br><br><br><br>n = 98                        | 2005/2006: 80%<br>2006/2007: 80%<br>2007/2008: 80% | 2001/2002: 68%<br>2002/2003: 77%<br>2003/2004: 70%<br>2004/2005: 70%<br>2005/2006: 75%<br>2006/2007: 79% | Target exceeded for females (93%). Males' performance at 69% will be a focus for further analysis. Seven percent (7%) greater than the provincial average. |

| <b>Objective 1.3</b>   | <b>Performance Indicators / Evidence</b>   | <b>Performance Targets</b>   | <b>Results</b>   | <b>Summary of Progress</b>                   |
|--|--|--|--|--|
| <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 literacy interventions.</p> | District Reading Assessment – PM Benchmarks, meeting or exceeding – Grade 3<br>n = 8 | 2007/2008: 90%   | 2006/2007: 88%   | Baseline established for this new indicator. |
|  | FSA Reading Grade 4 Aboriginal meeting or exceeding<br>n = 4                         | 2003/2004: 60%<br>2004/2005: 85%<br>2005/2006: 90%<br>2006/2007: 90%<br>2007/2008: 90% | 2001/2002: 86%<br>2002/2003: 50%<br>2003/2004: 86%<br>2004/2005: 100%<br>2005/2006: 63%<br>2006/2007: masked | Numbers do not permit analysis.              |
|  | District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 6<br>n = 7      | 2007/2008: 90%   | 2006/2007: 100%  | Baseline established for this new indicator. |
|  | FSA Reading Grade 7 Aboriginal meeting or exceeding<br>n = 5                         | 2003/2004: 60%<br>2004/2005: 80%<br>2005/2006: 80%<br>2006/2007: 80%<br>2007/2008: 80% | 2001/2002: 80%<br>2002/2003: 55%<br>2003/2004: 78%<br>2004/2005: 63%<br>2005/2006: 71%<br>2006/2007: 60%     |  |
|  | District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7<br>n = 11     | 2007/2008: 90%   | 2006/2007: 100%  | Baseline established for this new indicator. |

## Actions

1. Provide additional support to K-7 students identified at risk through targeted Educational Assistant hours

### Implementation Details

- fall district-wide assessments (D.I.B.E.L.S., PM Benchmarks, G.O.R.T.)
- Educational Assistant support assigned based on number of students falling below established district benchmarks
- locally developed Literacy Toolkits, Great Leaps Reading and Precision Reading

### Evaluation

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

2. 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
- partnership with Revelstoke Alliance for Literacy, Family Literacy Program

### Evaluation

- parent attendance
- parent survey

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

### Implementation Details

- three in-class parent and student sessions
- partnership with Revelstoke Alliance for Literacy, Family Literacy Program

### Evaluation

- parent attendance
- parent survey

4. Improve reading abilities for identified students using Earobics

### Implementation Details

- DIBELS assessment assists in determining which students can benefit
- Earobics I and II in Kindergarten and Grade One classrooms

### Evaluation

- DIBELS assessment – nonsense words and phonemic segmentation

5. Continue district-wide use of Accelerated Reading K-7 through our library programs

### Implementation Details

- ongoing promotion throughout the year
- visual displays of individual and school progress

### Evaluation

- individual, class and school data

6. Continue to implement 'One to One' reading at two schools for students who need an additional reading boost

### Implementation Details

- students identified through class and/or school data
- partnership with Revelstoke Alliance for Literacy, Family Literacy Program for volunteer training

### Evaluation

- participation rates
- student progress information

7. Support underperforming aboriginal students

Implementation Details

- district-wide fall assessments (D.I.B.E.L.S., PM Benchmarks, G.O.R.T.)
- targeted Educational Assistant support
- locally developed Literacy Toolkits, Great Leaps Reading and Precision Reading

Evaluation

- winter and spring district-wide assessments using DIBELS, PM Benchmarks and GORT

8. Continue the work of the district Early Literacy and Late Literacy committees to monitor, develop, implement and sustain initiatives to support this goal

Implementation Details

- two committees meet bi-monthly to review student needs, share best practices and recommend resources and/or supports
- a member from the District Literacy Committee is supported to attend regional sharing sessions
- a .1 FTE allocation is provided to a school based administrator to coordinate literacy actions

Evaluation

- elementary staff survey

9. Continue to collaborate with Revelstoke Literacy Action Committee in the delivery of parent workshops and family literacy programs

Implementation Details

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

Evaluation

- parent attendance
- parent survey

10. Continue to actively participate in the Early Childhood Development Committee to support a community coalition in support of early learning

Implementation Details

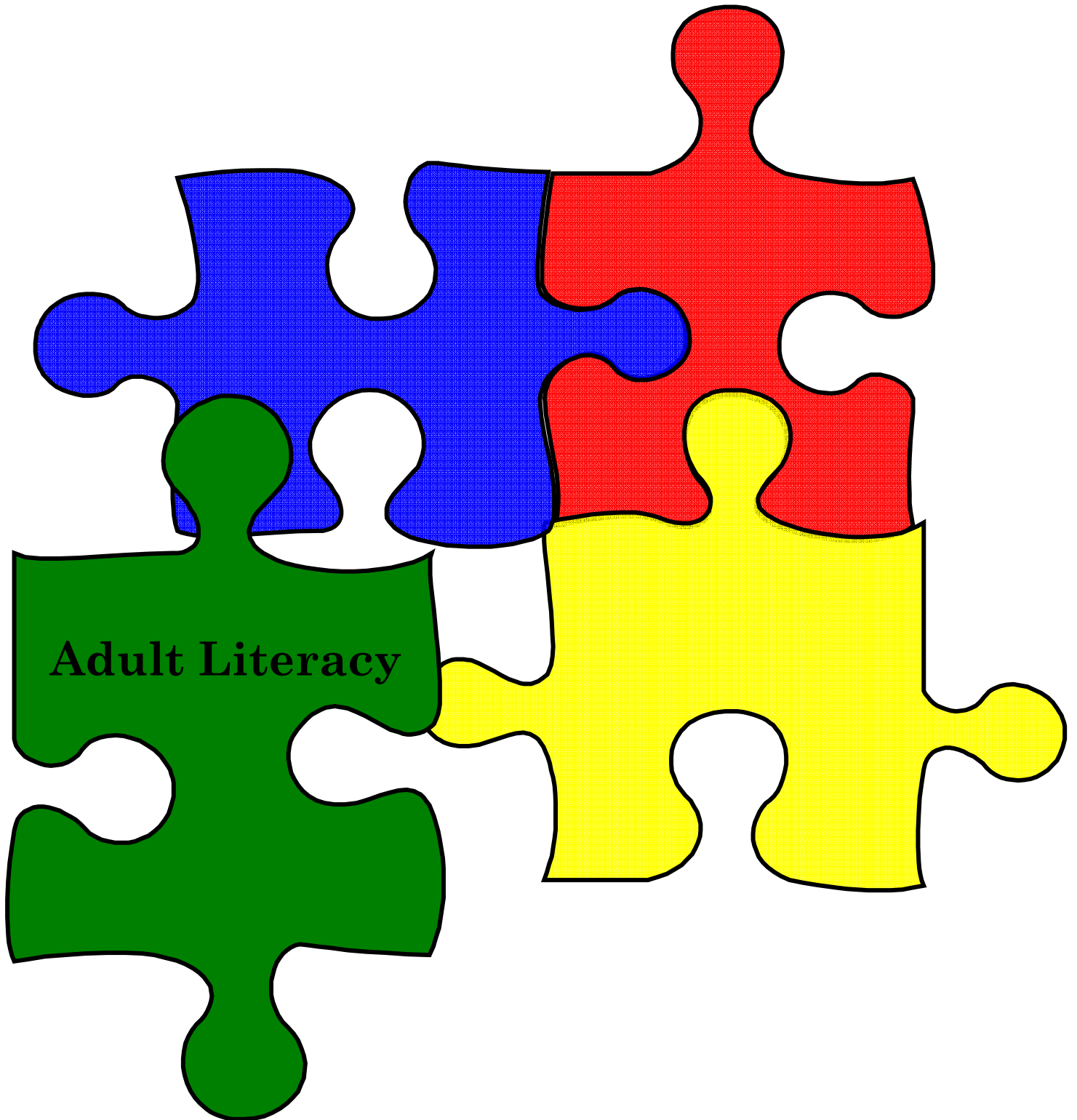
- work collaboratively to continue the implementation of StrongStart
- continue to work collaboratively to implement Ready, Set, Learn
- utilize the district Early Learning Grant to the best possible benefit of early learners in the community
- collaborate with the Child Care Society to provide additional pre-school spaces
- continue to support the use of Farwell School as a community early learning and literacy hub

Evaluation

- EDI data
- child participation rates

**Progress Summary**

Significant progress has been made in this goal area with objective 1 complete and now being sustained. Focus for upcoming years will be on objectives 2 and 3.



## *Adult Literacy: Reading Success for Adults*

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### **Background Information:**

- Low literacy, poverty and health problems are interrelated in many ways.
- People with literacy problems have only 2/3 of the income of other adults and much higher rates of unemployment.
- The labour market demands higher levels of skills than in the past and literacy skills are essential in all job-related training.
- Many barriers keep low-income adults out of literacy and job training programs.
- According to IALSS data, 34.7% of BC's population was identified having low level literacy skills (level 1 and 2). Of 1 million people with low literacy, about 40% of them were at level 1.
- 70% of BC Seniors had literacy levels below level 3 on the IALSS (Brinks, 2007). There are about 1007 people age 65 and over in Revelstoke (BC Stats).
- In BC, over 60% of the workers in level 1 and in level 2 were concentrated in these five industries:
  - Trade, finance, Insurance, real estate and leasing;
  - Manufacturing;
  - Construction;
  - Accommodation and Food Services
  - Health care and Social Assistance
- In Canada, 2,642,000 immigrants have prose literacy proficiency below level 3. 439,000 (17%) of them live in BC. (Brinks, 2007)
- When adults and employers do access literacy programs, they often do so in response to a crisis where the learner needs certain skills to enable him to continue working, get a better job, or function in society
- Please see Community Profile for more information about Revelstoke

## **Community Perspective:**

### **Successes:**

- There are a number of literacy assets for adults to build on in the community such as:
  - The Revelstoke Centre of Learning (RCL)
  - The Revelstoke Volunteer Adult Literacy Tutoring (VALT).
  - Adult Basic Education , also known as Adult Academic and Career Preparation (AACP)
  - English Language Services for Newcomers (ELSN)
  - Revelstoke Employment Services Centre (RESC)
  - Stepping Stones Implicit Career Search (SSICS)
- More focus has been placed on literacy and learning needs of seniors in Revelstoke. A number of agencies have been working together to provide opportunities, build capacity and address barriers to access. More planning needs to be undertaken in this area to define the focus for this work.
- Partnerships between community groups, community service agencies and adult and family literacy programs are strong. Continued focus on outreach and renewal of partnerships will be continued.

### **Challenges:**

- Funding instability does not allow for mid or long-term planning.
- Research notes that adults with the lowest level of literacy skills are the least likely to seek help. (Ministry of Advanced Education, 2007)
- It is estimated that 30-80% of students in literacy and basic education programs have learning disabilities. People with learning disabilities can learn with the appropriate supports. (Gadsby, 2007) The challenge is to support those with learning disabilities in programs with limited resources, training and a heavy dependence on volunteers.
- There are no adult learning specialists in the community who can assist with language services and disabilities including learner assessment and diagnosis.
- Awareness of services are key for learners. Information most needed by learners is often not accessible to them.
- When learning and literacy are highly valued, the perceived stigma around seeking assistance will be reduced.

- Workplace literacy continues to be a challenge. Funding, information, energy and innovative solutions are needed to move forward.
- The demands to earn a living prohibit potential participants to have the discretionary time to improve their literacy skills.
- Government funding policies focus on funding short-term training (a year or less) rather than providing support for long term education and skills development. Those with those lowest levels of literacy skills often need longer periods of time to reach educational and personal goals. Furthermore, lack of funding for income support can prevent clients from accessing upgrading and educational opportunities. Literacy skills need to be provided in a context where learners can access needed counseling, life skills, drug and alcohol addictions etc.
- Many learners have multiple barriers and complex life issues. Heavy reliance on volunteers rather than specialists makes it difficult to address these barriers.
- Pressure to focus on standardized measurable outcomes.
- From a multitude of research, we know that adults learn best when “the learning environment that focuses on the student's personal goals, builds on previous life experiences and promotes positive self-esteem and self-worth. (Laubach Literacy Ontario, 2007)
- Low unemployment rates make it more difficult to identify students with low literacy skills and removes some of the learners’ motivation to improve with the possible result of limiting individuals to a cycle of low paying jobs.
- Increasing safe and affordable learning opportunities which take place outside of institutional settings.
- Lack of settlement, hosting and employment mentoring service for newcomers resulting in inadequate service provision and allocation of literacy personnel to this function.



**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.**

**Objective 1: Sustain current programs and develop long-term directions**

**Strategies and Actions**

- Support a collaborative rather than competitive approach to funding and resources.
- Seek partnerships that will support the needs of learners.
- Maintain current levels of funding and continue to advocate for increased and longer term funding.
- Seek out new and innovative sources of funding.
- Sharing of existing training and workshops.

**Objective 2: Provide accessible information, referrals and general awareness of literacy programming and resources**

**Strategies and Actions**

- Create stronger links and provide more methods of information sharing to ensure that agencies and groups that can identify adults struggling with literacy know what resources and services are available and who to contact.
- Include an adult focus at community literacy events.
- Create a workplace literacy presentation for employers
- Continue to offer presentations about local literacy services to community organizations and service providers.
- Create a higher levels of awareness for English as a Second Language services including materials produced in different languages.

**Objective 3: Provide programs that support learners' goals**

**Strategies and Actions**

- Provide learner-centred programming which constantly evaluates, supports and celebrates their movement towards short and long term goals.
- Continue to review resources and programming models to ensure best practices
- Ensure adult literacy programs are responsive to learner needs and interests including life and essential skills opportunities.
- Recognize personal, non academic goals which provide the necessary foundation to take next steps into formal learning experience.
- 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.

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

**Objective 1: Address gaps in service for learners**

**Strategies and Actions**

- Advocate for and seek solutions to support adult students who require specialized teaching skills that may not be available within a volunteer program.
- Increase local professional development opportunities for staff and volunteers working outside their areas of expertise and training.
- Partner with other programs, community services and community members, including learners, to continue to identify and seek solutions to gaps in service.
- Seek opportunities to provide community based adult literacy outreach.
- Complete planning work for senior's learning opportunities to ensure best use of resources.
- Identify best approaches to addressing employee and employer needs and skill requirements.
- Create more immersion opportunities such as mentoring and job shadowing for ESL learners.

**Objective 2: Reduce barriers to participation**

**Strategies and Actions**

- Increase literacy outreach services in community spaces.
- Develop strategies, partnership and funding that will assist programs in discussing and overcoming barriers including:
  - Transportation
  - Childcare
  - Safe, evening community space for tutoring
  - Employer/employee commitment
  - Meeting basic needs
- Link learners with other support services to address the related issues that affect their learning.
- Provide referrals to other service organizations where needed

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| <b>Objective 3: Reduce stigma</b>   |
| <b>Strategies and Actions</b>   |
| <ul style="list-style-type: none"> <li>• Support and celebrate learners' achievements and movement towards personal, academic, and work related goals</li> </ul>                                |
| <ul style="list-style-type: none"> <li>• Recognize and promote the transferability of skills (ie skill learned in a literacy program can be transferred to workplace, homelife, etc)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Promote awareness of literacy issues and dispel myths regarding low literacy skills</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Create enjoyable learning opportunities and events.</li> </ul>   |

|   |
|---|
| <b>Goal 3: Learning and literacy activities will become embedded in all community settings.</b> |
|---|

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|---|
| <b>Objective 1: Increase engagement in literacy experiences throughout the community.</b>   |
| <b>Strategies and Actions</b>   |
| <ul style="list-style-type: none"> <li>• Identify and provide learning opportunities for specific adult groups.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Incorporate literacy experiences in established adult programming.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Continue to provide the Community Book Exchange as a means to access reading resources</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Promote and encourage involvement in the Literacy Action Committee.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Provide information regarding selections at the library of large print books and books on tape and other accessible materials available through our local library</li> </ul> |

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| <b>Objective 2: Build a community culture that values learning and literacy.</b>   |
| <b>Strategies and Actions</b>  |
| <ul style="list-style-type: none"> <li>• Create and offer presentations to Chamber of Commerce, City Council and other organizations regarding current literacy knowledge and services.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Visit and provide open door policies for other organizations to become involved or more aware of community literacy services.</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Build the 'business case' around investing in literacy improvement for workers.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Consult with businesses and organizations to identify ways to work together to address worker's learning needs</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• Identify literacy assets available to employers and employees.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Encourage employers to provide initiatives for employees who want to work on increasing literacy skills</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Recognize employers and organizations that support literacy</li> </ul>  |

## Success Statements:

### Ways to measure success:

- Progress is evaluated annually by the Revelstoke Literacy Action Committee as an advisory body.
- Number of inquiries for the programs.
- Number of participants accessing programs/workshops/events.
- Number of participants returning to volunteer programs.
- Participant evaluation (written and anecdotal) of programs and services
- Progress towards personal, academic, and employment related goals
- Number of partnerships created indicating linkages and a raising of awareness in the community.
- Number of referrals from other agencies.
- Numbers of learners who access further educational programming or services (i.e. Centre of Learning, AACCP or ELSN programs etc.)



### Special Note:

“A common data and accountability framework for adult basic education delivered through colleges, and adult education delivered through school districts will be pursued. This will include performance indicators to coordinate collection of information on adult learners, monitor progress and track the movement of learners between systems and into the workforce.” (Ministry of Advanced Education, Sept 2007)



## *Community Literacy: Planning for learning and literacy throughout the community*

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### **Background Information:**

- The Revelstoke Literacy Action Committee acts as an advisory body to guide literacy initiatives.
- The scope of community literacy includes all literacies for all individuals of all ages as outlined in the Revelstoke Literacy Action Committee accepted definition.
- As early learning, school-based and adult literacy are addressed in other sections of this document they will not be repeated here; rather, this section will focus primarily on the literacies that do not fit neatly into the other pillars.
- Families are the primary educators of children and have the most important role in promoting their children's well-being, learning, and development in the context of supportive communities. (p. 15, BC Early Learning Framework[draft])
- Language plays a central role in connecting thought and learning. (p. 16, BC Early Learning Framework[draft])
- The literacy development of families impacts upon every other area of their lives: health, employment, economic status, and life chances. (Hayden and Sanders, p. 21, 2007)
- To effect positive change, we need to develop strategies that cross traditional service boundaries, maximize available resources, and address families as a whole within the context of their culture and community. (Hayden and Sanders, p. 21, 2007)
- Family Literacy programs strengthen literacy skills for all family members in a relevant context and as part of everyday life. The non-formal learning that takes place within the family is critical to the success of formal education.
- Family literacy programs provide an opportunity for adults to engage in learning activities through the motivation provided by their wish to have the tools and skills needed to support their children's learning.
- Awareness of services is key for learners.
- The more opportunities for literacy development, the more people of all ages who can be engaged in learning.
- All literacy work must consider the barriers that learners face.
- For the purposes of this section of the planning document, **youth** is defined as learners in the approximate age range of 13-18. We recognize that in terms of adult and workplace literacy, the definition of youth has a dramatically wider scope. Youth literacy in this section of the plan refers specifically to offerings for youth outside of the school system.
- While there are literacy services for youth, they tend to be within traditional avenues (school system, library). Literacy opportunities are being built into community youth programming.
- A strength-based family literacy model gives voice to family cultural traditions, literacy views and values, encourages families to create their own family literacy goals and activities...Parents are full participants in their own and their families' learning. (Hayden and Sanders, p 25, 2007)
- Recognition of different styles of learning may be key for youth who are struggling with literacy skills.

## **Community Perspective:**

### **Successes:**

- There are a number of literacy assets to build on within the community
- Current family literacy programs are well attended.
- Very strong partnerships have been established to support family literacy initiatives.
- Family literacy programs are being accessed by children and parents, grandparents, fathers, single parents, ESL parents, care providers and other adults who can take an active role to encourage and support learning and literacy.
- Literacy opportunities are available for citizens of all ages.
- Parents are indicating increases in knowledge and confidence to support their child's learning.
- Literacy programming for youth is "on the map".
- Literacy opportunities are being embedded in youth programs.
- Okanagan College has implemented programs specifically to increase the skills of youth at risk.

### **Challenges:**

- Funding instability does not allow for mid or long-term planning.
- Forming a trusting relationship with youth, ESL and aboriginal learners is time intensive and must be the foundation of any formal learning. Resources must be allocated to building, maintaining and sustaining these relationships.
- Families need supports unique to the individuals in the family unit. Programming must be flexible, culturally responsive, and appeal to the interests and motivations of unique individuals of different ages. There is no one size fits all solution.
- Parent's education levels...are strongly linked to children's health, school readiness, and school achievement. (Hayden and Sanders, p. 25, 2007) Parent's learning needs must be addressed hand in hand with children's literacy.
- Youth, under 19, are not eligible to access adult basic education at Okanagan College. There are few supported learning options available to youth who leave school.

**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.**

**Objective 1: Sustain current programs and develop long-term directions**

**Strategies and Actions**

- Support a collaborative rather than competitive approach to funding, resources and programming.
- Seek partnerships to broaden the number of agencies, organizations and individuals promoting literacy.
- Maintain current levels of funding and continue to advocate for longer term funding.
- Continue consistent family literacy programming; the programs must be there for families when they are ready to access them.

**Objective 2: Provide accessible information, referrals and general awareness of literacy programming and resources**

**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.
- Maintain a strong referral system by refreshing and updating the flow of information using multiple forms of communication.
- Provide information to parents and generally within the community regarding the power of families in children’s reading and learning success.
- Continue to build awareness through events, displays, ads and presentations.

**Objective 3: Provide programs to support learners’ goals**

**Strategies and Actions**

- Provide learner-centred programming which supports the short and long term goals of all family members.
- Provide opportunities for youth learners to provide input into program design.
- Support youth in setting realistic personal, academic and work related goals and celebrating achievements.
- Increase the confidence and skills of family members to support the learning and literacy development of their children.
- Continue to review resources and programming models to ensure best practices in family, youth and community literacy.
- Support aboriginal and ESL families to assist learning and literacy development of children in their first language and within their cultural context.

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

**Objective 1: Address gaps in service for learners**

**Strategies and Actions**

- Complete planning work to ensure best use of resources and best practice for youth literacy.
- 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.
- Increase professional development opportunities for volunteers and service providers interested in adding literacy activities to existing programming.
- Provide continuous training and programs to develop youth mentors/tutors to support youth who are struggling with literacy.
- Seek opportunities to provide community based literacy outreach throughout the lifespan.
- Maintain strong partnerships to increase the community's ability to be responsive to learning needs.

**Objective 2: Reduce barriers to participation**

**Strategies and Actions**

- Increase literacy outreach services in community spaces and within established programs.
- Create welcoming, inclusive environments. Building relationship and trust is key for successful outreach opportunities.
- 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.
- Programs will review and address barriers to participation for youth, families and individual learners.
- Ensure that programs are culturally sensitive and responsive.
- 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.

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| <b>Objective 3: Reduce stigma</b>   |
| <b>Strategies and Actions</b>   |
| <ul style="list-style-type: none"> <li>• Promote universal programs open to all citizens to reduce the stigma of ‘targeted’ programs.</li> <li>• Support families to celebrate children’s individual achievements.</li> <li>• Assist youth in recognizing the transferability of literacy and essential skills to homelife and workplace.</li> <li>• Promote awareness of literacy issues and dispel myths regarding low literacy skills.</li> <li>• Create enjoyable multi generation learning opportunities and events.</li> </ul>  |
| <b>Goal 3: Learning and literacy activities will become embedded in community settings.</b>   |
| <b>Objective 1: Increase opportunities to engage in literacy experiences</b>  |
| <b>Strategies and Actions</b>   |
| <ul style="list-style-type: none"> <li>• Provide literacy professional development opportunities to service providers so that literacy can be built into existing programs and services and community activities.</li> <li>• Provide community wide literacy awareness events</li> <li>• Maintain book exchange locations and encourage the availability of reading materials for all ages in traditional and non-traditional locations.</li> <li>• 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.</li> <li>• Promote use of libraries and awareness of the variety of materials available.</li> <li>• Include literacy opportunities at family, children and youth public events.</li> </ul>                 |
| <b>Objective 2: Build a community culture that values learning and literacy</b>   |
| <b>Strategies and Actions</b>   |
| <ul style="list-style-type: none"> <li>• Provide presentations, information and materials to members of the community, including municipal leaders, to build awareness of literacy issues and impacts.</li> <li>• Maintain and promote the culture of valuing books and information.</li> <li>• Participate in municipal planning processes as advocates for literacy awareness and supports.</li> <li>• Continue literacy events to celebrate achievements and opportunities and build community pride in the intergenerational interagency efforts to support learning.</li> <li>• Provide information materials that educate parents about their critical role in their child’s literacy development and achievements.</li> <li>• Promote reading and writing as valued family activities that encourage positive interactions and shared learning experiences.</li> </ul> |

## **Success Statements:**



goals.

## **Measurements:**

- Progress is evaluated annually by the Revelstoke Literacy Action Committee as an advisory body. 75% of the active membership will participate in providing literacy programming feedback.
  - Surveys of parents and care providers in family literacy programs will indicate 85% increased confidence and skills to support learning.
  - Surveys of parents and care providers in family literacy programs will indicate 85% increased awareness of the role of families in supporting literacy and learning.
  - 15 youth learners will participate in community writing activities.
  - 70% of youth participants will provide ideas for youth literacy program development.
  - At least 6 community organizations will promote literacy through partnerships, programming and initiatives.
  - At least 6 community organizations will contribute in-kind resources to support literacy programming.
  - 200 adults will be given the opportunity to provide feedback on the effectiveness of programming.
  - Learners will participate in program evaluations (written and/or verbal) to provide valuable feedback on expectations and progress towards personal and learning goals.
- Number of participants accessing programs/workshops/events will be maintained.
  - Number of participants returning to programs will indicate that the information, opportunity or experience is valued by participants.

## Next Steps:

- As the 2006 Census data becomes released, the demographic scan in this document will be updated to ensure the most recent description of our community.
- 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 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 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.



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# Appendices

## Appendix A

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

|  |   |
|--|---|
| Krista Stovel, Employment Facilitator                | Employment Services Centre                                    |
| Joan Holzer, Community Librarian                     | Okanagan Regional Library                                     |
| Andrew Sykes, School Psychologist                    | School District #19   |
| 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 Spanner, Coordinator                           | Columbia Basin Alliance for Literacy/ECD<br>Committee         |
| Jo-Ann Scarcella, Public Health Nurse                | Interior Health Association                                   |
| *Lorna Phelps, Grade 1 Teacher                       | Columbia Park Elementary School                               |
| Janet Lemieux, Program Administrator                 | Okanagan College  |
| *Lynne Welock, CoC Member/ Manager                   | Chamber of Commerce/Royal Bank of Canada                      |
| Simone Palmer, Coordinator                           | Okanagan College, Adult Literacy/ Learning<br>Centre          |
| Anne Corrie, Youth Worker                            | Community Connections   |
| *Teresa Olleck, Grade 1 Teacher                      | Arrow Heights Elementary School                               |
| *Shan Jorgenson-Adam, Principal                      | Columbia Park Elementary School                               |
| *Vivian Binnington, Speech and Language Consultant   | School District 19  |
| Garry Pendergast, Coordinator                        | Screen Smart Committee  |
| Anne Cooper, Superintendent of Schools               | School District 19  |
| Mary Kline, Consultant/ Special Projects Coordinator | Stepping Stones Consulting/CBAL                               |
| Bill Zmaeff, Senior Volunteer Organizer              | Revelstoke Seniors Association                                |
| George Hopkins, Senior Volunteer Organizer           | Revelstoke Seniors Association                                |
| *Denise King, Reception/ Volunteer Organizer         | Revelstoke Employment Services<br>Centre/Women's Writing Club |
| B.R. Whalen, ESL Coordinator                         | Okanagan College  |
| Jane McNab, Director                                 | Community Futures Development Corporation                     |
| *Alan Chell, Chairperson                             | Board of Education of School District 19                      |

\* Associate members

## *Appendix B*

### *A Recent History of Literacy Planning in Revelstoke*

Over the last decade, much has been done to further and expand literacy work in Revelstoke. For example, the socio-economic development plan for the community created in 2001 identified literacy as a critical issue and goal.

A Community Literacy Action Committee was formed to carry out a community needs assessment and create action on literacy issues under the Community Futures Development Corporation. A Community Literacy Advisory Committee was formed under the Columbia Basin Alliance for Literacy (CBAL), that has focused on creating new family literacy programs in both school and community settings. In 2002, CBAL hosted a RLAC community planning session which resulted in increased energy and programming opportunities in the field of family literacy. Schools and the college have continued to expand their literacy work.

The School District has two district wide literacy committees. Literacy is a key goal for both the district and the schools. Schools actively support parents in the learning and literacy development of their own children.

The launch meeting for the Literacy Now process in Revelstoke was held on September 27, 2004. Eighteen community members with a wealth of experiences attended. This group developed a list of literacy assets, as well as issues and challenges. Furthermore, discussions pointed to a list of broader dreams for learning and literacy in the community of Revelstoke. The citizens attending this meeting agreed upon the next steps of expanding the existing RLAC and requested that this established group of literacy advocates steer the literacy planning process over the coming months.

As a result of this meeting, the members of RLAC agreed to continue to champion literacy in the community and to guide the planning process. The second planning meeting was held December 13, 2004.

The working group identified several areas of focus to consider for the plan. From our earliest results, it was clear that we were looking at a continuum of learning which would provide opportunities for learning at all ages and stages of life. Upon receiving the Literacy Now planning guide, RLAC chose to hire a consultant to write the planning document.

The Revelstoke Community Literacy Plan included a number of objectives and recommended actions. While the Revelstoke Literacy Action Committee (RLAC) recognized that all of the work could not be done simultaneously, they felt it was important to lay out a larger long-term plan for consideration. Working from past experiences, they felt that this type of planning process would assist the committee in its efforts to remain focused on goals and to create a sustainable continuum of learning opportunities for all citizens of the City of Revelstoke.

In June of 2005, RLAC identified four priorities from the plan on which to focus implementation efforts. It was envisioned that the plan would go forward based on the level of funding attained. The initial four priorities included:

- Sustainability for current programs and long-term directions.
- Support a youth literacy initiative which embraces youth learning and involvement
- Increase parents' confidence to support their children's learning.
- Provide the opportunity for more books to be available for all ages of people in the Revelstoke area.

As of December 2007, the Revelstoke Literacy Action Committee has enjoyed two rounds of implementation funding and are well on their way to working toward the goals and objectives stipulated in the initial plan. See Appendix H for a detailed update on progress.

## Appendix C

[http://www.bcstats.gov.bc.ca/data/sep/lha/lha\\_19.pdf](http://www.bcstats.gov.bc.ca/data/sep/lha/lha_19.pdf)

### LOCAL HEALTH AREA 19 - REVELSTOKE STATISTICAL PROFILE

2006



|                            | 2006 POPULATION |               | LAND AREA      |               | POPULATION DENSITY  |
|----------------------------|-----------------|---------------|----------------|---------------|---------------------|
|                            | Number          | % of Region   | Sq. Km.        | % of Region   | Persons per Sq. Km. |
| Revelstoke, C              | 7,230           | 86.9%         | 31.9           | 0.3%          | 226.6               |
| Rest of Region             | 1,087           | 13.1%         | 9,333.1        | 99.7%         | 0.1                 |
| <b>Total Region</b>        | <b>8,317</b>    | <b>100.0%</b> | <b>9,365.0</b> | <b>100.0%</b> | <b>0.9</b>          |
| Total BC                   | 4,310,452       |               | 924,815.4      |               | 4.7                 |
| <b>Region as a % of BC</b> | <b>0.2%</b>     |               | <b>1.0%</b>    |               |                     |

NOTE: BC Total Land Area for RD's is different to that of LHA's due to different accounting for water bodies.

Prepared by: BC STATS

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# LOCAL HEALTH AREA 19 - REVELSTOKE

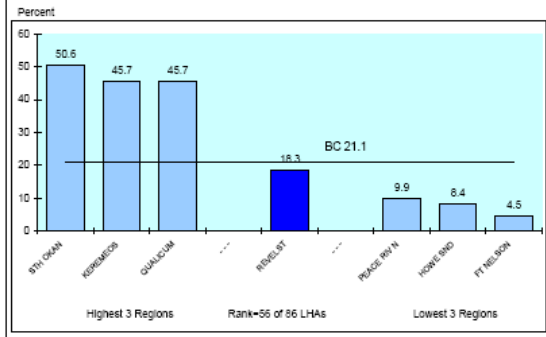
## DEMOGRAPHIC PROFILE

2006

### AGE STRUCTURE

|                     | REVELST      |              | REVELST                |              | B.C.         |  |
|---------------------|--------------|--------------|------------------------|--------------|--------------|--|
|                     | 2002         | 2002         | 2012                   | 2002         | 2012         |  |
| Population          |              |              | (Percent Distribution) |              |              |  |
| 0-17 years          | 1,819        | 21.9         | 18.7                   | 19.9         | 17.0         |  |
| 18-24 years         | 895          | 10.8         | 8.9                    | 9.6          | 8.3          |  |
| 25-64 years         | 4,596        | 55.3         | 58.4                   | 56.4         | 57.5         |  |
| 65+ years           | 1,007        | 12.1         | 14.0                   | 14.0         | 17.2         |  |
| <b>Total</b>        | <b>8,317</b> | <b>100.0</b> | <b>100.0</b>           | <b>100.0</b> | <b>100.0</b> |  |
| Dependency Rate (%) |              |              |                        |              |              |  |
| Child               |              | 33.1         | 27.8                   | 30.1         | 25.8         |  |
| Elderly             |              | <b>18.3</b>  | <b>20.7</b>            | <b>21.1</b>  | <b>26.2</b>  |  |
| <b>Total</b>        |              | <b>51.5</b>  | <b>48.5</b>            | <b>51.2</b>  | <b>51.9</b>  |  |

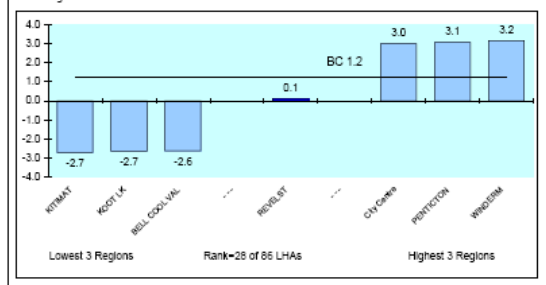
Elderly Dependency Rate - 2006



### POPULATION GROWTH

|  | REVELST | B.C. |
|--|---------|------|
| Annual Average Population Percent Change |         |      |
| Last year                                | 0.1     | 1.2  |
| Last 5 years                             | -0.2    | 1.1  |
| Last 10 years                            | -0.7    | 1.1  |

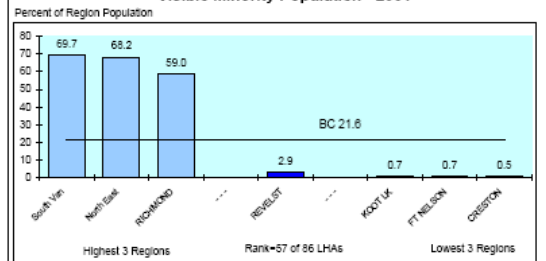
Population Growth



### ETHNIC IDENTITY

|                          | REVELST      | REVELST      | B.C.         |
|--------------------------|--------------|--------------|--------------|
| 2001                     |              |              |              |
| Total Visible Minorities | 235          | 2.9          | 21.6         |
| Single Origins           | 245          | 3.1          | 21.2         |
| Chinese                  | 25           | 0.3          | 9.4          |
| South Asian              | 30           | 0.4          | 5.4          |
| Filipino                 | 10           | 0.1          | 1.7          |
| Japanese                 | 60           | 0.8          | 0.8          |
| Other                    | 120          | 1.5          | 3.9          |
| Multiple Origins         | 0            | 0.0          | 0.4          |
| Total Aboriginal People  | 220          | 2.8          | 4.4          |
| Rest of Population       | 7,545        | 94.3         | 74.0         |
| <b>Total</b>             | <b>8,000</b> | <b>100.0</b> | <b>100.0</b> |

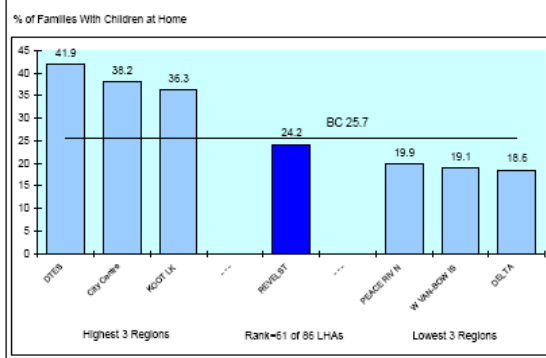
Visible Minority Population - 2001



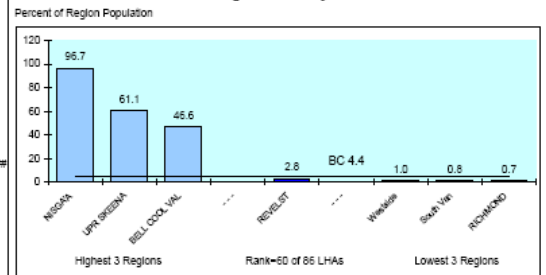
### FAMILY STRUCTURE

|                              | REVELST | REVELST     | B.C.        |
|------------------------------|---------|-------------|-------------|
| Total Census Families - 2001 | 2,305   |             |             |
| No Children at Home          | 855     | 37.1        | 39.5        |
| Children at Home             | 1,445   | 62.7        | 60.5        |
| Families with Children       |         |             |             |
| Couples                      | 1,095   | 75.8        | 74.3        |
| Lone Parents                 | 350     | <b>24.2</b> | <b>25.7</b> |
| Avg Number of Children       |         | 1.7         | 1.8         |
| Unattached Individuals       | 1,155   | 16.9        | 18.1        |

Lone Parent Families as a % of Families With Children at Home - 2001



### Aboriginal Identity - 2001



# LOCAL HEALTH AREA 19 - REVELSTOKE

2006

## INDICATORS OF ECONOMIC HARDSHIP

### INCOME LEVELS

|  | REVELST | B.C.   |
|--|---------|--------|
| Average Family Income 2000                           |         |        |
| All Census Families                                  | 59,936  | 64,821 |
| Husband/Wife   | 64,742  | 70,033 |
| Female Lone Parent                                   | 31,077  | 33,829 |
| Income Distribution Among Families                   |         |        |
| < \$20,000   | 8.2     | 12.0   |
| \$20,000 - \$79,999                                  | 66.8    | 60.4   |
| \$80,000+  | 24.9    | 27.6   |
| Incidence of Low Income in Economic Families         |         |        |
|  | 7.9     | 13.9   |
| Income Inequality Measure                            |         |        |
| Income Share of Bottom Half (poorest) of Households* | 23.8    | 21.4   |

**Income Share of Poorest Households\* - 2000**

\* The proportion of each region's household income that accrues to households earning less than the median income. In a situation of perfect equality, the bottom half (poorest) households would receive 50% of the total income.

### HOUSING COSTS

|   | REVELST | B.C. |
|---|---------|------|
| Households (Occupied non-farm non-reserve) - 2001     |         |      |
| % Renting   | 27.3    | 33.7 |
| Gross Rent or Major Monthly Payment (\$)              |         |      |
| Tenants   | 539     | 750  |
| Owners  | 663     | 904  |
| % Paying 30% or More of Their Income on Housing Costs |         |      |
| Tenants   | 39.4    | 44.1 |
| Owners  | 15.0    | 20.7 |
| Total   | 21.7    | 28.6 |

**Households Paying 30% or More on Housing Costs - 2001**

NOTE: NISGA/A LHA excluded from charts.

### INCOME DEPENDENCY

|                                    | REVELST | B.C. |
|------------------------------------|---------|------|
| Composition of Total Income - 2000 |         |      |
| Employment                         | 77.4    | 75.8 |
| Government Transfers               | 12.5    | 11.8 |
| Other                              | 10.1    | 12.4 |
| Income Dependency 2000             |         |      |
| Forestry                           | 21%     | 8%   |
| Mining                             | 0%      | 2%   |
| Fishing & Trapping                 | 0%      | 0%   |
| Agriculture                        | 0%      | 2%   |
| Tourism                            | 16%     | 6%   |
| Public Sector                      | 17%     | 27%  |

**Income Dependency on Forestry, Mining & Fishing\* - 2000**

BC data is a Weighted Average of LHAs/RDs

### INCOME ASSISTANCE

|  | REVELST | B.C. |
|--|---------|------|
| % of Population Receiving IA Benefits* - September 2006  |         |      |
| Total (0-64)   | 3.1     | 3.5  |
| Children (0-18)  | 2.7     | 3.1  |
| Youth (19-24)  | 1.3     | 2.6  |
| By Duration  |         |      |
| >1 Year  | n.a.    | 2.5  |
| <1 Year  | n.a.    | 0.9  |
| % of Income Assistance Caseload that are Single Parent Families*                                   | 16.0    | 15.3 |
| % of Population 19-64 on Income Assistance* and are Employable                                     |         |      |
| Total  | 0.4     | 0.6  |
| By Duration  |         |      |
| >1 Year  | n.a.    | 0.2  |
| <1 Year  | 0.3     | 0.4  |
| * All Income Assistance recipients include the disabled but exclude Aboriginal persons on reserve. |         |      |
| % of Seniors Receiving Max. Gov't Income Supplement - 2006   |         |      |
| Total  | 0.6     | 3.5  |
| Males  | 0.5     | 2.9  |
| Females  | 0.8     | 4.0  |
| % of Population 19-64 Receiving Income Assistance* and are Employable - September 2006             |         |      |

**% of Population 19-64 Receiving Income Assistance\* and are Employable - September 2006**

NOTE: NISGA/A LHA excluded from charts.

\*Heavy dependency on the primary sector increases the vulnerability of a region to swings in the economic cycle resulting in economic hardship  
Prepared by: BC STATS

# LOCAL HEALTH AREA 19 - REVELSTOKE

2006

## INDICATORS OF LABOUR MARKET ISSUES

### LABOUR DEMAND

|   | REVELST     | B.C.        |
|---|-------------|-------------|
| <b>Labour Force 2001</b>  |             |             |
| <b>Industrial Structure (% Distribution)</b>                              |             |             |
| Goods Primary   | 5.3         | 4.6         |
| Manufacturing   | 10.3        | 9.6         |
| Construction  | 5.5         | 5.9         |
| Services Non-Government   | 75.6        | 74.3        |
| Government  | 3.4         | 5.6         |
|   | 100.1       | 100.0       |
| <b>Occupational Structure (% Distribution)</b>                            |             |             |
| <b>Management:</b>  | <b>8.8</b>  | <b>10.8</b> |
| <b>Professional Occupations in:</b>                                       |             |             |
| Business & Finance  | 1.1         | 2.5         |
| Natural & Applied Sciences  | 2.4         | 3.2         |
| Health  | 1.6         | 2.6         |
| Social sciences excl. teachers  | 0.9         | 2.1         |
| Teachers  | 2.3         | 3.7         |
| Art & Culture   | 0.5         | 1.4         |
| <b>Total</b>  | <b>8.8</b>  | <b>15.4</b> |
| <b>Technical Trades &amp; Assorted Other High Skilled Occupations in:</b> |             |             |
| Finance & Insurance Admin.  | 2.4         | 1.5         |
| Techs In Natural & Appl. Sciences   | 2.9         | 2.9         |
| Techs. In Health  | 1.0         | 1.3         |
| Paraprofs. in Soc Sci Educ etc  | 1.9         | 2.2         |
| Techs in Art Culture & Rec.   | 1.4         | 1.9         |
| Skilled Sales & Service   | 5.7         | 4.6         |
| Trades & Skilled Transp & Equip Ops.                                      | 21.2        | 12.3        |
| <b>Total</b>  | <b>36.5</b> | <b>26.8</b> |
| <b>Intermediate &amp; Lesser Skilled Occups*</b>                          | <b>45.8</b> | <b>47.0</b> |

\* High Skilled Occupations in Primary Manufacturing and Protective Services could not be separated out so are included in Intermediate & Lesser Skilled Occupations.

### LABOUR SUPPLY

|  | REVELST    | B.C.        |
|--|------------|-------------|
| <b>% of Population 20+ With Post Secondary Qualifications - 2001</b> |            |             |
| Total  | 43.5       | 50.4        |
| With Post Secondary Certificate or Diploma                           | 34.7       | 32.8        |
| <b>With University Degree</b>  | <b>8.8</b> | <b>17.6</b> |
| <b>% Distribution by Field of Study</b>                              |            |             |
| Educational, Recreational & Counselling                              | 14.1       | 10.7        |
| Fine & Applied Arts  | 5.5        | 5.8         |
| Humanities & Related   | 3.4        | 6.4         |
| Social Sciences & Related  | 4.8        | 9.4         |
| Commerce, Managmt & Business Admin                                   | 16.2       | 21.1        |
| Agricultural & Biological Sciences/Tech                              | 7.9        | 5.2         |
| Engineering & Applied Sciences                                       | 3.6        | 4.8         |
| Engineering & Applied Science Tech/Trades                            | 30.1       | 20.8        |
| Health Professions, Sciences & Tech                                  | 12.5       | 12.0        |
| Mathematics & Physical Sciences                                      | 2.0        | 3.5         |
| No Specialization & All Other n.e.c                                  | 0.0        | 0.2         |
|  | 100.0      | 100.0       |
| <b>% of Population 20+ With a University Degree - 2001</b>           |            |             |

Percent

Worst 3 Regions Rank=29 of 86 LHAs Best 3 Regions

### UNEMPLOYMENT

|   | REVELST    | B.C.       |
|---|------------|------------|
| <b>Employment Insurance Beneficiaries Sept. 2006</b>          |            |            |
| Total Beneficiaries 19-64 Years of Age                        | 179        | 63,329     |
| Percent Female  | 60.3       | 66.3       |
| Percent 19-24 Years Old                                       | 10.1       | 11.0       |
| <b>Total Beneficiaries as a Percent of Population 19-64</b>   |            |            |
| Sep /06   | 3.3        | 2.3        |
| Jun /06   | 4.5        | 2.4        |
| Mar /06   | 6.2        | 3.0        |
| Dec /05   | 4.6        | 3.1        |
| Sep /05   | 3.3        | 2.5        |
| <b>Most recent 4 quarter average</b>                          | <b>4.7</b> | <b>2.7</b> |
| <b>EI Beneficiaries - 4 Quarter Average to September 2006</b> |            |            |

% of Population 19-64

Worst 3 Regions Rank=13 of 86 LHAs Best 3 Regions

### OTHER

|   | REVELST       | B.C.          |
|---|---------------|---------------|
| <b>Labour Force 2001</b>  |               |               |
| <b>Participation Rate</b>                                       |               |               |
| Males   | 74.0          | 70.7          |
| Females   | 63.8          | 59.9          |
| Total   | 69.0          | 65.2          |
| % Full Year, Full Time Workers                                  | 43.6          | 47.4          |
| % Self Employed   | 12.7          | 14.1          |
| <b>Average Employment Income - 2000</b>                         |               |               |
|   | <b>28,100</b> | <b>31,544</b> |
| <b>Average Employment Income of Full-Year Full-Time Workers</b> |               |               |
| Males   | 49,037        | 50,191        |
| Females   | 27,149        | 35,895        |
| Ratio of Female to Male Income                                  | 55.4          | 71.5          |
| <b>Average Employment Income - 2000</b>                         |               |               |

Dollars

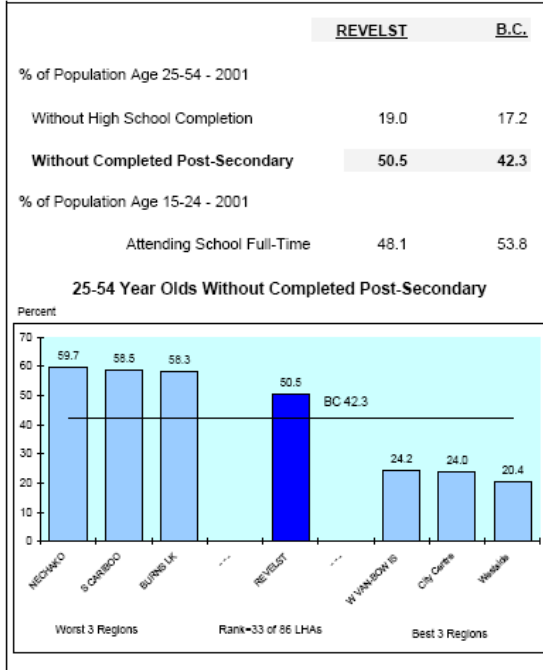
Worst 3 Regions Rank=37 of 86 LHAs Best 3 Regions

# LOCAL HEALTH AREA 19 - REVELSTOKE

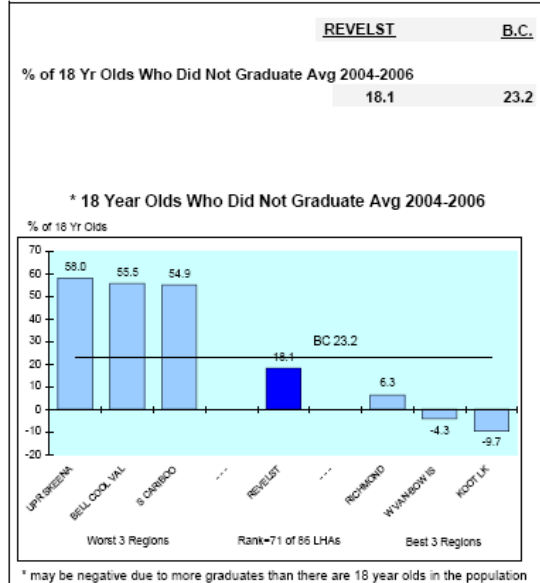
2006

## INDICATORS OF EDUCATION CONCERNS

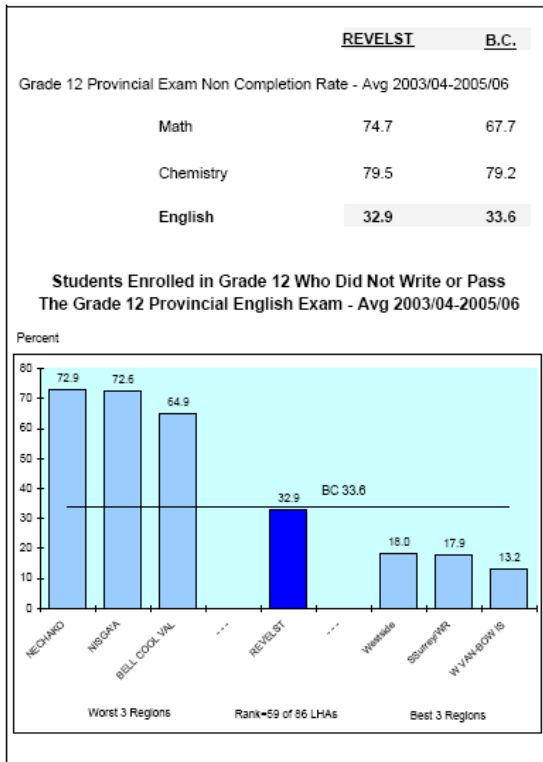
### GENERAL EDUCATION



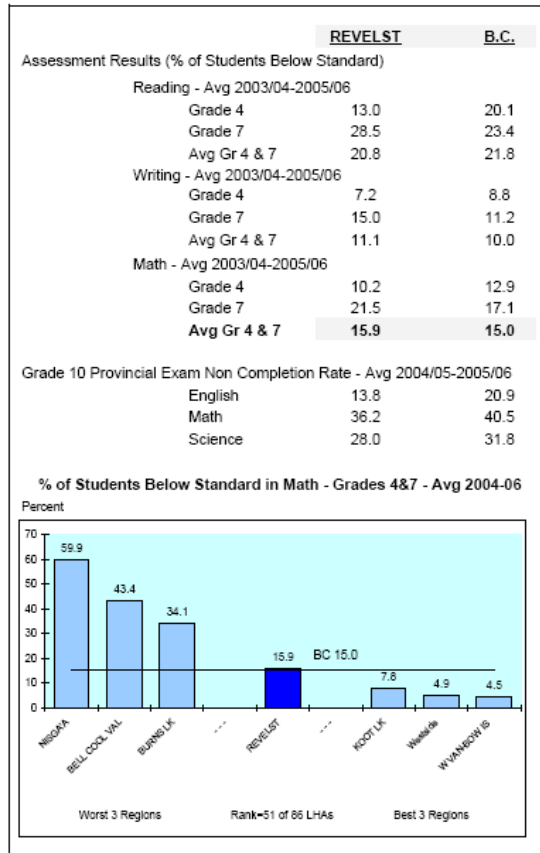
### HIGH SCHOOL



### PROVINCIAL EXAMS



### TEST SCORES

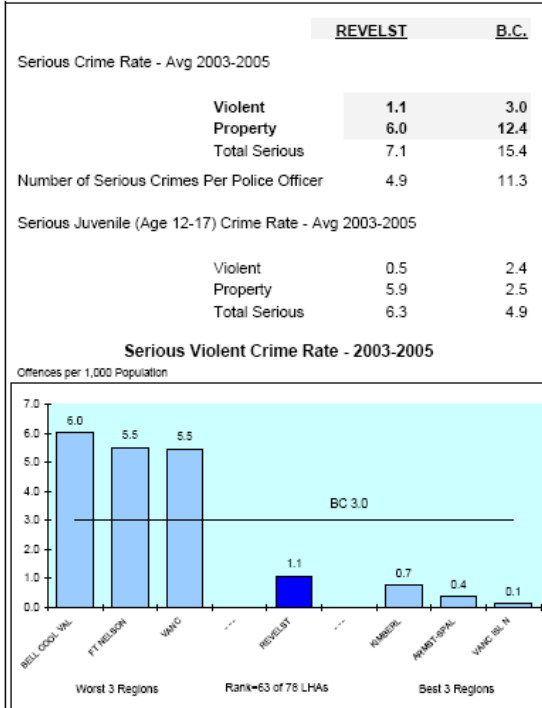


# LOCAL HEALTH AREA 19 - REVELSTOKE

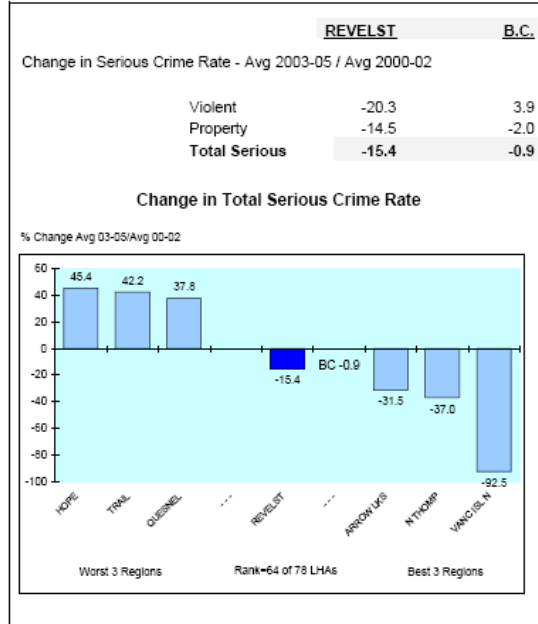
2006

## INDICATORS OF CRIME

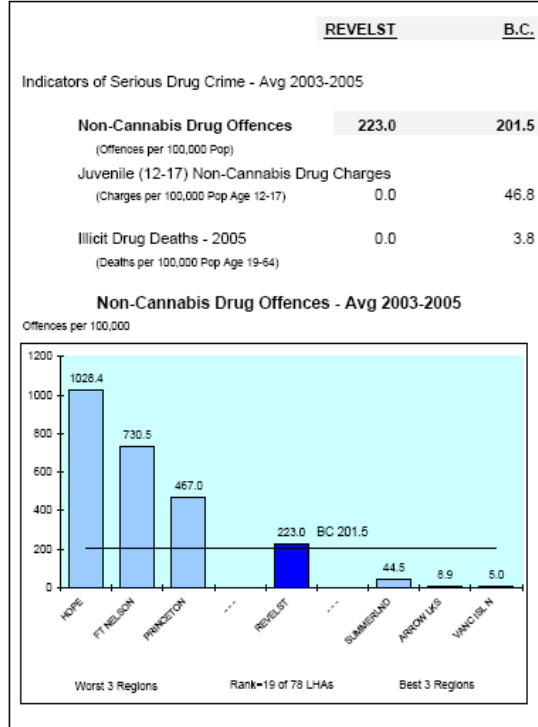
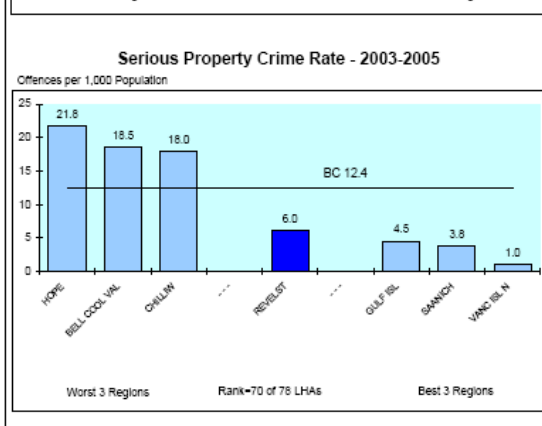
### SERIOUS CRIME



### CHANGE IN CRIME RATE



### SERIOUS DRUG CRIME



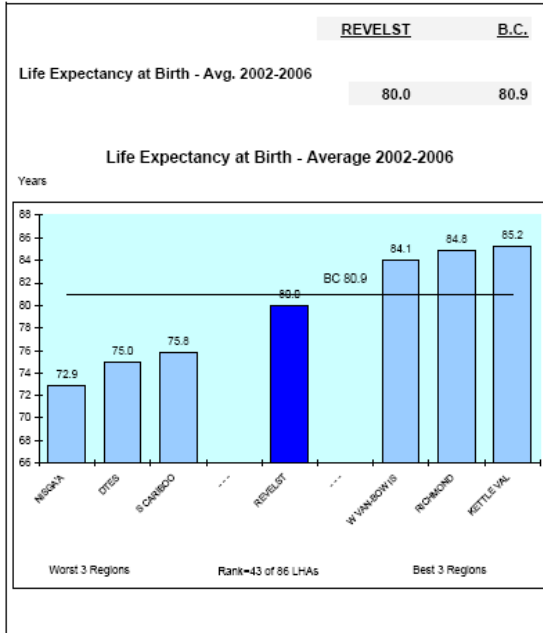
NOTE: Crime Rate = # of Offences(Charges for Juveniles) Per 1,000 Population unless otherwise noted.

# LOCAL HEALTH AREA 19 - REVELSTOKE

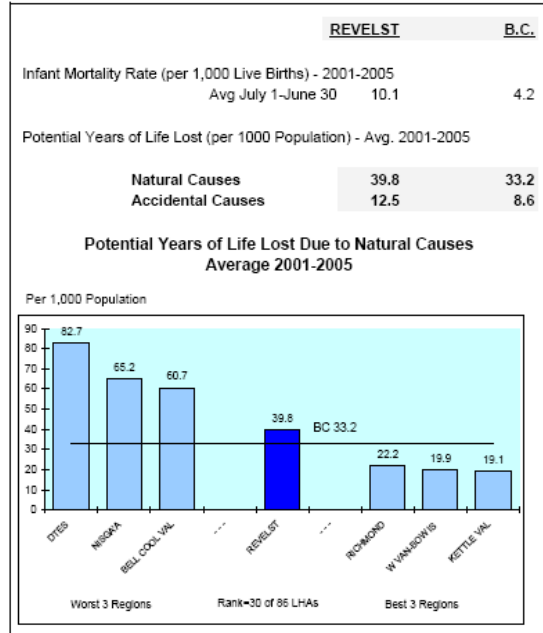
2006

## INDICATORS OF HEALTH PROBLEMS

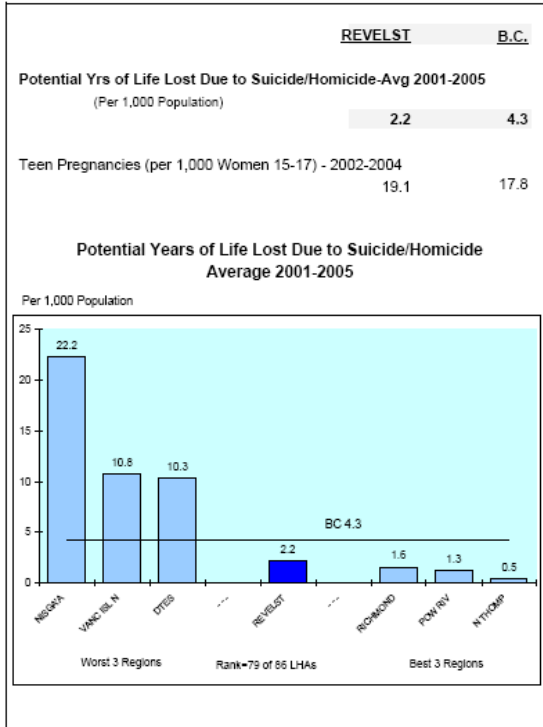
### GENERAL HEALTH



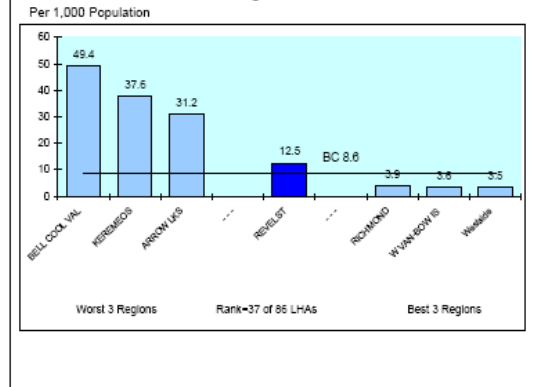
### PHYSICAL HEALTH



### MENTAL HEALTH



### Potential Years of Life Lost Due to Accidental Causes Average 2001-2005



### ALCOHOL SALES\*

|                                 | REVELST | B.C. |
|---------------------------------|---------|------|
| Per Capita Alcohol Sales - 2006 |         |      |
| (Per Population Age 19+)        |         |      |
| Dollars Spent                   | 988     | 720  |
| Litres Consumed                 | 172     | 110  |
| % Distribution of Litres Sold   |         |      |
| Spirits                         | 5.5     | 6.4  |
| Wine                            | 8.8     | 13.5 |
| Beer/Cider                      | 85.7    | 80.1 |

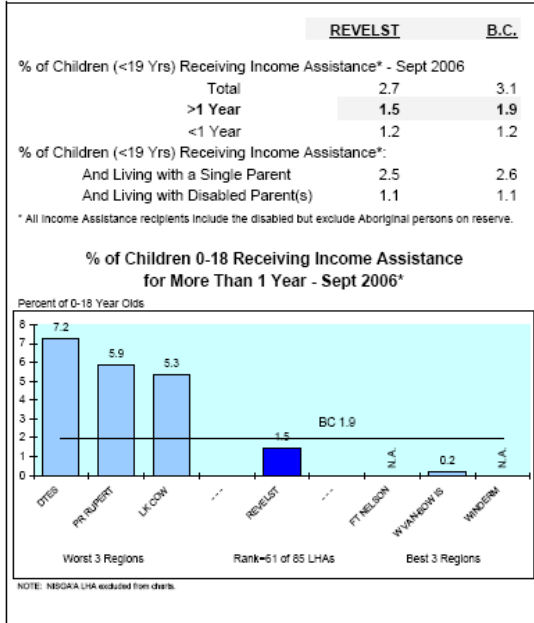
\*Represents sales per resident population 19+, therefore high tourist areas will be overstated

# LOCAL HEALTH AREA 19 - REVELSTOKE

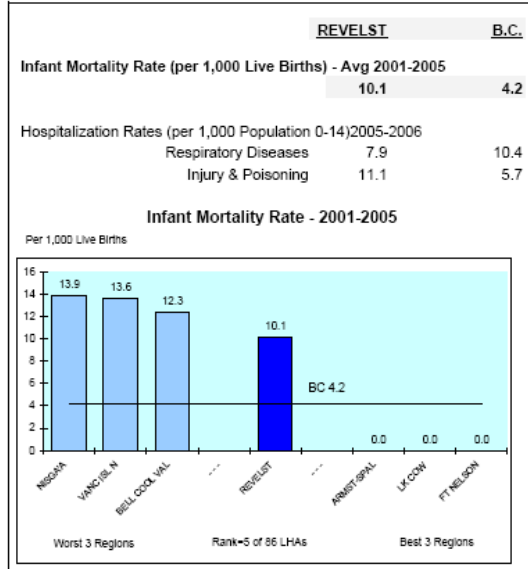
2006

## INDICATORS OF CHILDREN AT RISK

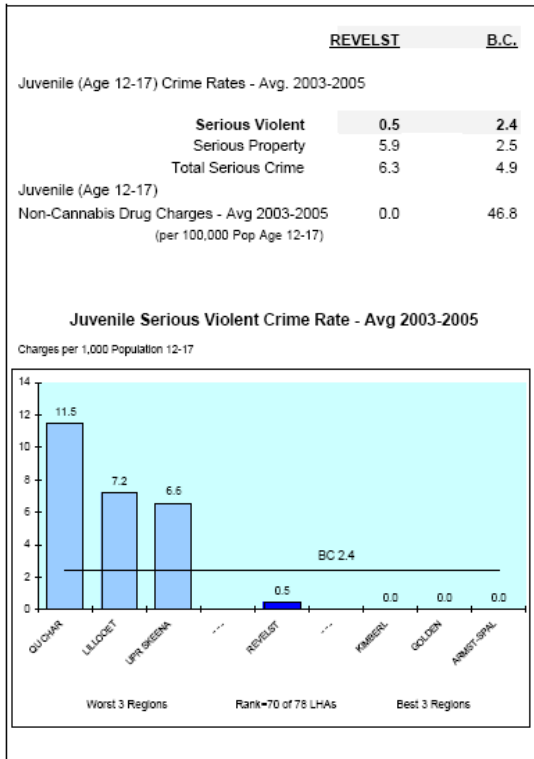
### INCOME ASSISTANCE



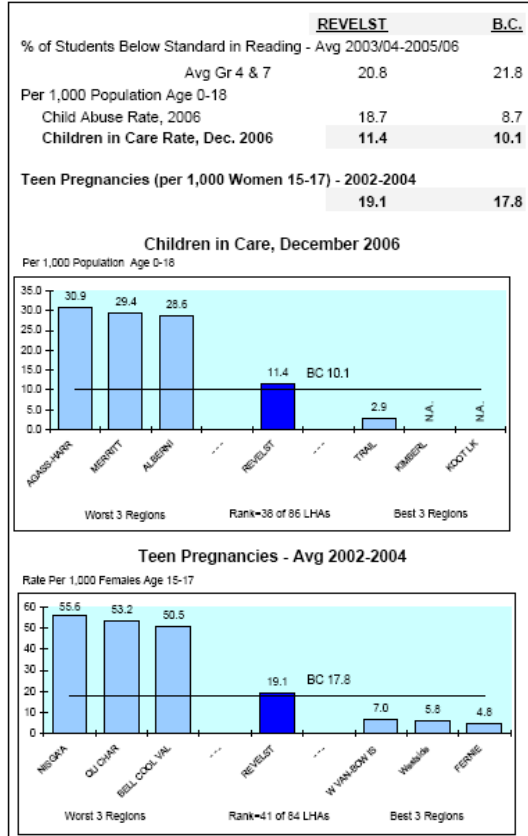
### HEALTH



### CRIME



### OTHER

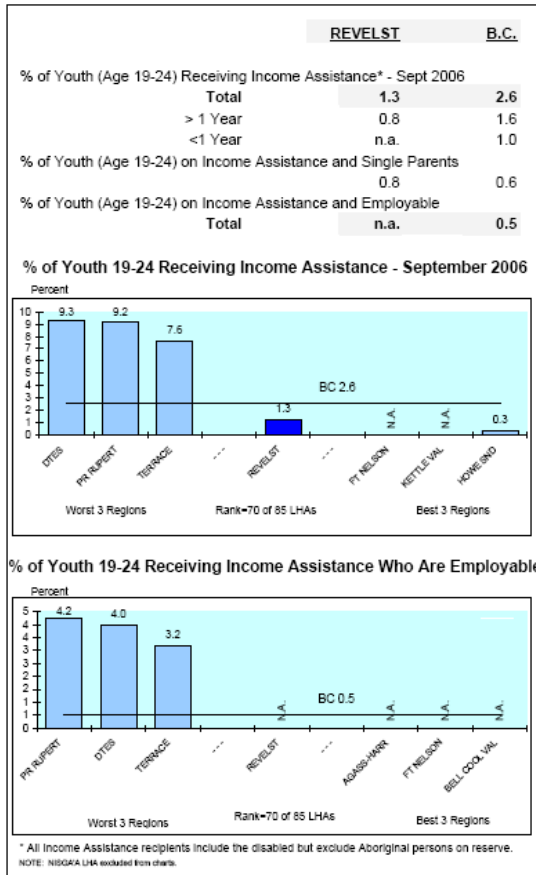


# LOCAL HEALTH AREA 19 - REVELSTOKE

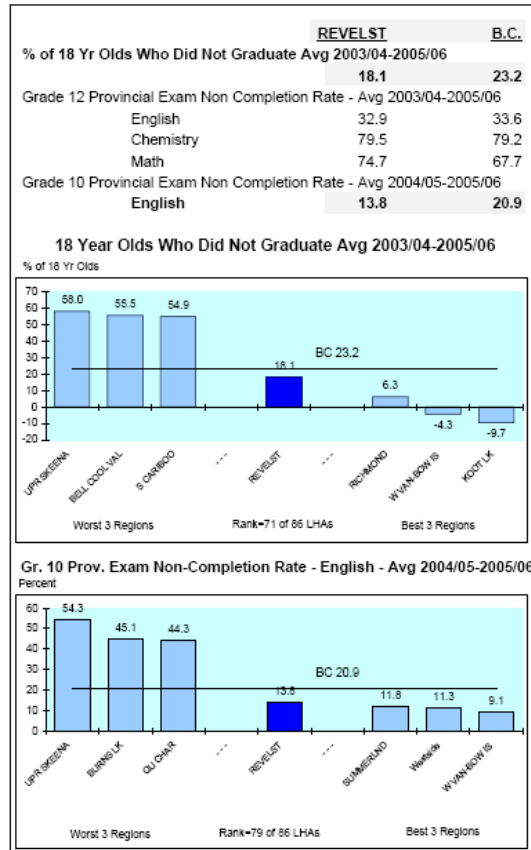
2006

## INDICATORS OF YOUTH AT RISK

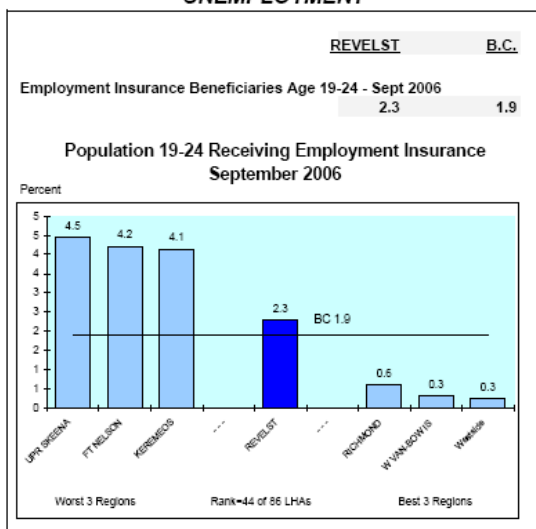
### INCOME ASSISTANCE



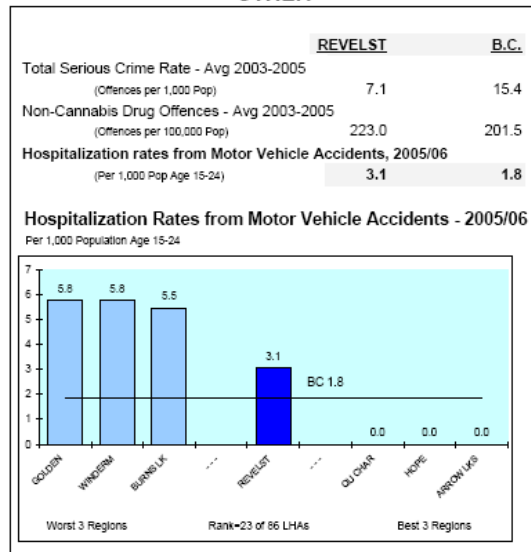
### EDUCATION



### UNEMPLOYMENT



### OTHER



Prepared by: BC STATS

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## Appendix D

### **Community Profile Commentary**

Revelstoke is located within the Columbia Mountains in the interior of British Columbia. It is 641 km east of Vancouver, BC and 415 km west of Calgary, Alberta. On the Columbia River between the Selkirk and Monashee Mountain Ranges along the main east-west transportation corridor which includes the mainline of C.P. Rail and the Trans-Canada Highway.

Due to its geographic location in the mountains, Revelstoke is relatively isolated. The Revelstoke area is generally considered to include the Rogers Pass and Glacier National Park to the east; Mica Creek and Kinbasket Lake to the north; Three Valley Gap to the west; and the northern part of Arrow Lakes including the Beaton-Trout Lake area, to the south. ([www.cityofrevelstoke.com](http://www.cityofrevelstoke.com))

### **Brief Community History**

Revelstoke began in the 1880s as a transportation and supply centre for the mining industry. This was soon bolstered by the construction of the trans-continental railway and the subsequent decision of the Canadian Pacific Railway to establish its main operations offices and maintenance facilities for the Shuswap and Mountain subdivisions in Revelstoke. Both the mining industry and railway construction required substantial amounts of timber, which prompted the early establishment and growth of the forest industry in the area.

Revelstoke was incorporated in 1899. From 1900 until the early 1960s, Revelstoke grew at a gradual steady pace. Construction of the Trans Canada Highway through Rogers Pass in 1962 opened the area to tourism. Rapid growth to service tourism took place and the economy was further diversified.

Beginning in 1965, three hydroelectric dams, which created large reservoirs, were built in the area. While these mega-projects fortified the economy of the city, they also flooded agricultural lands and vast expanses of prime forest lands, reducing the timber and natural environmental resources of the area. When the mega-project boom ended in 1985, the town experienced a significant downturn. This downturn was admirably overcome through the development and implementation of a community economic development strategy which included a downtown revitalization project, development and diversification of small businesses, encouragement of tourism, and strengthening of the timber industry. ([www.cityofrevelstoke.com](http://www.cityofrevelstoke.com))

In 2007, two large projects have come under development in the community. BC Hydro's Unit 5 Project will see the installation of a fifth penstock to increase generating capacity. The project is expected to be complete in October 2010. The Revelstoke Mountain Resort began ski operations on December 22, 2007. The four season resort is expected to be completed over the next 15 years.

Revelstoke is within the traditional territory of four distinct nations:

- \* Okanagan
- \* Ktunaxa
- \* Secwepemc and
- \* Sinixt.

We acknowledge and respect the Métis Nation of British Columbia and recognize the Métis people as one of Canada's distinct Aboriginal peoples.

According to the 2001 census, 2.8% of Revelstoke residents identify themselves as aboriginal.

### **Demographic Scan**

A demographic profile of Revelstoke has been compiled and visually represented by BC STATS (see Appendix C). "This is a community with a homogenous population and a relatively young citizenry with a median age of 39 years. ([www.cityofrevelstoke.com](http://www.cityofrevelstoke.com))

#### *Age Distribution*

In terms of age structure, Revelstoke is very similar to the provincial average with the majority of the population between 25-64 years followed by children under 17. Young adults make up 10.8% of the population while the percentage of seniors is 12.1%.

As of 2006, children 0-17 constitute 21.9% of the population in Revelstoke; while that figure is 19.9% provincially. The number of children under six as of 2006 was 445. As with the trend for the province, the percentage of children in the community is projected to continue to decline to 18.7% over the next decade. With the exception of children, the age projections for Revelstoke are expected to stay within a similar range.

#### *Family Structure*

As of the 2006 census, 47.8% of Revelstoke families had children at home compared to 62.7 in 2001. Of these families, 275 of 855 were headed by a single parent.

#### *Population Growth*

The Rural Immigration Initiatives project, a partnership between the City of Revelstoke and the Immigrant Services Society of BC, found that Revelstoke's population declined by 8% between 1996 and 2001. A total of 150 new immigrants arrived in Revelstoke between 1998 and 2003. The largest numbers of people are coming from Germany, the United Kingdom and China. (Source: Cindy Pearce, *Mountain Labyrinths Resource Management Inc.*)

#### *Ethnic Identity*

Revelstoke has a relatively small number of visible minorities (2.9%) when compared with the provincial average (21.6%). In addition, 2.8% of the people in Revelstoke identified themselves as aboriginal in the 2001 census, while the provincial average was 4.4%.

## *General Education*

The 2001 Census found that 19% of 25-54 year old Revelstokians did not complete high school compared to a provincial average of 17.2%. In addition, 50.5% of this same age group had not completed any post-secondary education. The provincial average is 42.3%. Further, the average number of 18 year olds who did not graduate high school (2001-2003) is 24.5%. The provincial average for same is 25.6%. These figures rank Revelstoke as 51<sup>st</sup> of 78 Local Health Areas.

## **Economic Profile**

The economy of Revelstoke is tied directly to its geographic location, physical environment and the natural resources of the region. The forest industry, transportation (primarily rail), tourism and government services all contribute significantly to the community's economic health.

As of 2000, the forest industry accounted for 21% of basic employment income in Revelstoke. The forest industry is defined as including logging, hauling, primary and secondary processing, consulting and silviculture activities.

Transportation, both rail and highway, continue to be significant employment generators. The growth and development of the tourism and hospitality sector over the past thirty years have contributed to the diversification of the local economy. This sector provides 16% of Revelstoke's base employment income. The natural environment, summer and winter recreational activities, history and heritage of the area, and location on major transportation routes provide opportunities for further significant tourism development.

Tourism industry growth since 1986 has resulted in an increase in the number of employment opportunities in Revelstoke particularly for women and new entrants into the labour force. It is anticipated that this sector will continue to create more new employment in the future.

Revelstoke's labour force has remained relatively stable over the last ten years. Revelstoke has a labour force participation rate(1) of 68.6%. Males have a higher participation rate (74%) than females (63%). Area B of the Columbia Shuswap Regional District has a labour force participation rate of 75.2%. The city's labour force participation rate is slightly higher than the provincial average of 65.2%.

The 2001 Census indicates that Revelstoke had an employment rate(2) of 62% and an unemployment rate(3) of 10%. The CSRD's Area B population had the same employment rate and an unemployment rate of 19%. Revelstoke has a fairly high percentage (56%) of employed persons working part time or part year, due to the seasonal factors influencing the two major sources of employment - tourism and forestry. While 50% of males with employment income work full time, full year, only 40% of women with employment income work full time, full year.

Source: [www.cityofrevelstoke.com](http://www.cityofrevelstoke.com)

## Appendix E

### **Revelstoke Community Literacy Planning Workshop September 27, 2004**

#### **Introduction**

Over the last decade, much has been done to further and expand literacy work in Revelstoke. For example, the socio-economic development plan for the community created in 2001 identified literacy as a critical issue and goal. A Community Literacy Action Committee was formed to carry out a community needs assessment and create action on literacy issues under the Community Futures Development Corporation. A Community Literacy Advisory Committee was formed under the Columbia Basin Alliance for Literacy, that has focused on creating new family literacy programs in both school and community settings. Schools and the college have continued to expand their literacy work. The School District now has a district wide literacy committee. Literacy has become a key goal for many schools. Many parents have learned new ways to support the learning and literacy development of their own children.

The question, now, is what needs to be done next to further:

- *Build the strengths of the mainstream learning programs and resources<sup>1</sup> that continue to allow children, young people, and adults to become literate, and to develop a joy in literacy activities such as reading and writing*
- *Create learning programs and resources<sup>2</sup> to support those children, youth, and adults who have not been, or are not, well served by the mainstream learning programs*
- *Embed learning and literacy activities in all community settings, for example: libraries, Boys and Girls Clubs, sports programs, churches, and workplaces.*

The planning session, funded by Literacy Now<sup>3</sup> and organized through the Columbia Basin Alliance for Literacy<sup>4</sup>, was a first step in beginning to address these questions by bringing diverse people, groups, and organizations together.

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<sup>1</sup> For example: parents, preschools, child care programs, family literacy programs, elementary schools, high schools, and colleges.

<sup>2</sup> For example: early intervention programs in elementary schools, alternate schools, and college upgrading centres.

<sup>3</sup> Literacy Now is a new Provincial initiative under the 2010 Legacies Now Society, funded by the Provincial government. Its aim is to encourage and support community based planning, innovating, and implementing processes to significantly expand the quality and quantity of literacy programs and resources.

<sup>4</sup> CBAL is a regional organization that facilitates the development, implementation, and funding of community-based literacy programs in 16 communities across the Columbia Basin.

## **Current Literacy Assets**

We plan, innovate, and act best together by building incrementally and wisely on the literacy assets that already exist in the community. In Revelstoke, people pointed to, for example:

- One-to-One reading programs in two of the schools
- Parent Child Mother Goose programs, attracting many families.
- The library, and its programs for toddlers, preschoolers, and teenagers
- The library's school aged summer reading programs
- A Literacy Committee across School District 19
- Assessment of Kindergarten children, and early intervention in Kindergarten to Grade 3, leading to the goal that all Grade 3 children will be reading at a Grade 3 level
- A new initiative in the School District to change the Grades 4 - 7 reading and writing approaches, moving from learning to read to reading to learn
- The Earobics pilot in preschools
- A Family Night Out program
- Connections and collaborative work across community organizations and public agencies
- Re-location of the family literacy programs to the Farwell site
- Baby Talk presentations

This list is not meant to be exhaustive. It is only a first step in developing a full inventory of the people, programs, resources, and partnerships that exist to support learning and literacy.

## **Issues And Challenges**

In the discussions at the Revelstoke planning session, people pointed to a number of related issues and challenges, including:

- While much has been done to provide the programs and resources for families, children aged 0 - 6, and children in Kindergarten to Grade 3, there is more to do. 36% of the children entering Kindergarten are not "ready"
- There are some literacy programs and resources for adults, but these issues have not received the same attention as has been given to young children and families
- Teenagers begin to move away from reading and writing as these are not "cool" activities

- No attention has been given to the literacy issues of seniors
- Employers are finding that many prospective employees cannot write resumes, and do not have the needed literacy and basic skills
- Funding is always an issue

As with the list of literacy assets, this list of issues and challenges is not meant to be complete. It is a start, an indication that there is work to be done. People pointed to the need to:

- Continue to do well and expand what is already being done well now
- Focus new energies on the issues facing adult learners
- Create a stronger case statement about why employers should be concerned with literacy issues

### **Dreams For The Next Five Years**

In the discussions at the Revelstoke community literacy planning session people began the process of articulating broader dreams for the future that relate to learning and literacy. Dreams are what provide the energy and excitement to fuel people's commitment to planning, innovating, and acting.

- All children entering Kindergarten will have had considerable pre-Kindergarten literacy experiences
- All parents will feel confident and be skilled in supporting the learning and literacy development of their children
- All adults who want to return to upgrade their education and skills will feel comfortable in doing this, and the resources will be available to help them stay the course
- There is as much energy focused on developing adult literacy programs and resources as there is currently on working with families and elementary age children
- Young people will understand literacy as key to their future, be excited about books, and share a love of reading and writing
- Everyone will be reading
- New and more and more books will be available for everyone, for all ages
- There will be extensive reading programs for adults such as book clubs and reading circles
- All Grade 3 students will be reading at a Grade 3 level
- There will be more teacher's assistants who are trained in literacy development

- Workplaces will support the learning and literacy development of employees
- Employers will find the skilled employees they need
- Seniors will be seen as a part of the literacy system
- Funding will be available to make sure that the literacy programs and resources are consistent, quality, and sustainable

## **Next Steps**

There was agreement at the community literacy planning session in Revelstoke that the next step is to expand the existing Community Literacy Action Committee, and encourage this expanded group to steer a community literacy planning process over the next few months.

While there is a clear recognition that literacy is a key thread in many people's work, there is a need for a strong public spokesperson on literacy issues, and a group that is prepared to lead the planning process. The people at the Revelstoke community literacy planning session believe that the Community Literacy Action Committee should be this group.

## Appendix F

### **Early Childhood Development Service Providers**

Early Childhood Development service providers recognize that families are the primary educators of children and have the most important role in promoting their children's development. Early Childhood service providers seek to create a community that collaborates to provide a range of experiences, opportunities and supports for children and families.

**Throughout this document, Early Childhood Development Service Provider refers to all of the individuals who are working with young children and their families including:**

- Child and Youth Mental Health Clinician
- Child Care Resource and Referral Consultants
- Choices for Children Counselor
- Speech and Language Pathologist
- Early Childhood Educators
- Food Bank/Baby Bundles Coordinator
- Health Practitioners
- Infant Development Program Consultant
- Licensed Child Care Providers
- License Not Required Child Care Providers
- Literacy Practitioners
- Okanagan Regional Librarians
- Parks and Recreation
- Preschool Instructors
- Public Health Nurses
- Supported Child Development Consultant or Assistants

**Programs and Organizations that support early learning are included in the Literacy Assets List (*Appendix G*)**

#### **Revelstoke ECD Committee: Fall 2007**

##### **Active Membership:**

Community partners who wish to be informed of ECD activities and initiatives, and wish to be part of the decision making process for the Revelstoke Early Childhood Development Committee. Active members attend at least 50% of the meetings held from September through June each year. Information is shared at meetings and electronically and feedback provided by an active member who is unable to attend a meeting is shared at regular business meetings.

| <b>Active Member Name</b> | <b>Affiliation</b>  |
|---------------------------|---|
| Linda Chell (Chair)       | Revelstoke Child Care Resource and Referral Coordinator<br>Revelstoke Child Care Society Executive Director |
| Anne Cooper               | School District 19 Superintendent   |
| Andrew Sykes              | School District 19 School Psychologist  |
| Carolyn Duncan            | Speech and Language Pathologist   |
| Jo-Anne Scarcella         | Public Health Nurse/Parent  |
| Liz Strong                | Child Care Provider   |
| Rosetta Bernava           | Early Childhood Educator/ Jumping Jacks Manager of Care   |
| Tracy Spannier            | Family Literacy Coordinator/ Early Childhood Development Committee Coordinator                              |
| Pat Sieber                | Community Member/retired Kindergarten Teacher   |
| Kristal Bradshaw          | Community Connections, Program Coordinator  |

|                    |   |
|--------------------|---|
| Diane Struthers    | Revelstoke Child Care Society Early Learning and Care Consultant/Early Childhood Educator                               |
| Amanda MacIntosh   | Community Connections, Early Childhood Development Coordinator (Infant Development Program/Supported Child Development) |
| Betty Switzer      | StrongStart Coordinator/Early Childhood Educator/School District Early Learning Coordinator                             |
| Garry Pendergast   | Screen Smart Committee  |
| Inamarie Oppermann | MCFD, Child and Youth Mental Health Clinician   |

### **Associate Membership:**

Community partners who wish to be informed of ECD activities and initiatives, but who prefer not to attend meetings. Information is shared electronically and feedback by associate members is shared at regular business meetings.

| <b>Associate Member Name</b> | <b>Affiliation</b>   |
|------------------------------|--|
| Jane McNab                   | Retired Community Living Services for Children Manager               |
| Cathy Girling                | Community Connections, Program Coordinator                           |
| Brian Sumner                 | MCFD, Manager  |
| Debra Wozniak                | Special Projects Coordinator, Revelstoke Community Foundation        |
| Jan Morehouse                | Credit Union, Financial Advisor                                      |
| Malcolm Bott                 | Business Owner   |
| Melodie Kindret              | Credit Union, Financial Advisor                                      |
| Nelli Richardson             | City Councillor, Women's Shelter Executive Director (Forsythe House) |
| Rita Stacey                  | Business Owner   |
| Deb Anderson                 | Community Connections, Executive Administrator                       |
| Jane Morris                  | District Principal of Support Services                               |
| Sarah Newton                 | Parent   |
| Jeanette Magarian            | Education Assistant/Revelstoke Secondary School                      |
| Samantha Roberts             | Parent   |

### **Committee Structure:**

Cross Sectoral representation- parents, Ministry for Children and Family Development, municipal government, School District 19, Interior Health Authority, business, finance, Early Childhood Educators, Community Service Agencies, Community Partners.

### **Decision Making:**

Decision making will follow the Terms of Reference agreed upon by the Revelstoke ECD Committee.

- Decision-making will be by consensus. Consensus means "that everyone has the opportunity to have their input listened to and considered".
- Decisions that cannot be made by consensus will be made through a vote of the active members (active member who attend at least 50% of all ECD meetings between September to June)
- Major financial decisions will be the responsibility of the active members.

In addition, while not specifically listed above, parents, early childhood educators, child care providers, health practitioners are all considered partners and stakeholders in the early learning of the children of the City of Revelstoke.

## Appendix G

### Literacy Resources and Services in Revelstoke Literacy Assets List:

#### **Perinatal & Prenatal:**

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

#### **Birth to 5 years**

- City of Revelstoke:
  - Book exchange host
  - Cool Kids Preschool
- Columbia Basin Alliance for Literacy
  - Family Literacy Drop In
  - Mother Goose
  - Little Goslings Activity Time
  - Family Night Out
  - Books for Babies
  - Story Adventure Kits
  - Share the Word Book Exchange
- Community Connections (Revelstoke) Society:
  - Infant Development Program
  - Baby Bundles Program
  - Parents And Community Together
  - Supported Child Development
  - Jumping Jacks Preschool
  - Family Enrichment Program
  - Seeds of Empathy
- Early Childhood Development Committee (Success by 6/Children First)
  - Information and referral
  - Directories
- Interior Health Public Health
  - Three-Year Old Health Fair (community partnership)
  - Information and referral
  - Baby Talk/Toddler Talk
- Interior Health Speech and Language Clinic
  - Information and Referral
  - Mother Goose facilitation
  - Community partnerships in early learning

- Okanagan Regional Library
  - Material lending
  - Tiny Tickle Program
  - Tales for Tots
  - Storytime
  - Books for Babies Library Events (in partnership with CBAL)
  - books and learning materials to loan
- Professional Early Childhood Educators
- Revelstoke Child Care Society
  - Stepping Stones Child Care
  - Strong Start Preschool
  - Providing early childhood development information
  - Books to loan (free!)
  - Early Learning Canada
  - Early Learning Resource Library
  - Child Care Provider Professional Development services
  - Early Learning and Care Consultant
- Revelstoke Literacy Action Committee
  - Aqua books
  - More Books in the Community
  - Advisory and literacy planning
  - Information sharing
- School District #19:
  - StrongStart Early Learning Centre
  - Ready Set Learn (community partnership)
  - Leap Land
- Screen Smart Committee
  - Information and events

### **Kindergarten to Grade 3**

- City of Revelstoke:
  - Book exchange host
  - Community events supporter
- Columbia Basin Alliance for Literacy
  - 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)
- Community Connections (Revelstoke) Society:
  - Family Enrichment Program
  - After school Programs
- Early Childhood Development Committee:
  - Roots of Empathy (program partner)
- Interior Health Public Health
  - Information and referral

- Okanagan Regional Library
  - Material lending
  - Storytime
  - Summer Reading Club
  - Author visits and events
  - books and learning materials to loan
- Revelstoke Child Care Society
  - Stepping Stones Too! Child Care (providing service for Kindergarten Students)
  - Books to loan (free!)
  - Child Care Provider Professional Development services
  - Roots of Empathy (program partner)
- Revelstoke Literacy Action Committee
  - Aqua books
  - More Books in the Community
  - Advisory and literacy planning
  - Information sharing
- School District #19:
  - District Early Identification Program
  - Early intervention support
  - Interventions and resources (Great Leaps, Early Literacy Toolkit, Earobics)
  - School District speech and language service
  - Accelerated Reader
  - 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)
- Screen Smart Committee
  - Information and events

**Grades 4 through 7:**

- City of Revelstoke:
  - Book exchange host
  - Community events supporter
- Community Connections (Revelstoke) Society:
  - Family Enrichment Program
  - After school Programs
- Columbia Basin Alliance for Literacy
  - Family Literacy Drop In
  - One to One Children's Literacy Program
  - Family Night Out
  - Family Tutoring
  - Share the Word Book Exchange
  - Roots of Empathy (program partner)
- Okanagan Regional Library
  - Summer Reading Club
  - Author visits and events

- Material lending
- Interior Health Public Health
  - Information and referral
- Revelstoke Literacy Action Committee
  - More Books in the Community
  - Advisory and literacy planning
  - Information sharing
- School District #19:
  - District Fluency Identification Program
  - Fluency Intervention Support
  - Interventions and resources (Precision Reading, Intermediate Tool Kit)
  - School District speech and language service
  - Accelerated Reader
  - Buddy Reading
  - Roots of Empathy (program partner)
  - One to One Children's Literacy Program (in partnership with CBAL)
- Screen Smart Committee
  - Information and events

#### **Grades 8-12:**

- Community Connections (Revelstoke) Society
  - Youth programs
- Okanagan College
- Okanagan Regional Library
  - Space and material lending
  - Youth Book Club
  - ORL Online Teen Book Club
  - Askaway online information link
  - Cyber Book Club
  - Online Homework Information Help
- Revelstoke Employment Services
  - Summer Youth employment services
- Revelstoke Literacy Action Committee/CBAL
  - Youth Program Assistance
- School District #19:
  - Education Assistant Support
  - Grade 8 Assessment
  - Secondary interventions and resources (Critical Reading, Corrective Reading, Precision Reading and Spelling Through Morphographs)
  - School District speech and language service
- Screen Smart Committee
  - Information and events

#### **Young Adults:**

- Columbia Basin Alliance for Literacy – family literacy programs
- Community Connections

- Okanagan College
  - Volunteer Adult Literacy Tutoring Program
  - Revelstoke Centre of Learning
  - Adult Basic Education
  - Adult Academic and Career Preparation Courses
  - Distance Education
  - English Language Services for Newcomers (ELSN)
  - Trade Up to the Construction Trades
  - Retail Foundation Program
- Okanagan Regional Library
  - Material lending
- Revelstoke Employment Services
- Stepping Stones Implicit Career Search
- Volunteer Income Tax Support Program

**Adults:**

- Columbia Basin Alliance for Literacy – family literacy programs
- Community Connections
- Okanagan College
  - Volunteer Adult Literacy Tutoring Program
  - Revelstoke Centre of Learning
  - Adult Basic Education
  - Adult Academic and Career Preparation Courses
  - Distance Education
  - Revelstoke Employment Services
  - English Language Services for Newcomers (ELSN)
- Okanagan Regional Library
  - Space and material lending
- Revelstoke Child Care Society
  - Document support and resources
- Revelstoke Literacy Action Committee
  - More Books in the Community
  - Advisory and literacy planning
  - Information sharing
- Screen Smart Committee
  - Information and events
- Stepping Stones Implicit Career Search
- Volunteer Income Tax Support Program

**Seniors:**

- Columbia Basin Alliance for Literacy – inter-generational family literacy programs
- Okanagan College
  - Volunteer Adult Literacy Tutoring Program
  - Revelstoke Centre of Learning
  - Adult Basic Education
  - Continuing Education
  - Distance Education

- English Language Services for Newcomers (ELSN)
- Okanagan Regional Library
  - Material lending
- Revelstoke Literacy Action Committee
  - More Books in the Community
  - Advisory and literacy planning
  - Information sharing
  - Senior literacy and learning support and planning
- Volunteer Income Tax Support Program

**Community Champions:** (local organizations that have previously funded or supported literacy in Revelstoke)

- BC Hydro
- City of Revelstoke in-kind supports
- Columbia Basin Trust Education Sector Funds
- Columbia Basin Trust Local Initiatives
- Community Connections in-kind supports
- Community Futures Development Corp.
- Knights of Pythias
- Loyal Order of the Moose
- Okanagan College – Revelstoke Centre
- Revelstoke Child Care Society in kind supports
- Revelstoke Community Foundation
- Revelstoke Credit Union
- Revelstoke Rotary Club
- School District #19 in kind supports and community literacy support
- United Way of the North Okanagan Columbia Shuswap

**Note: Literacy Asset information is always changing – this information represents a snapshot of the literacy assets gathered in the fall of 2007.**

## Appendix H

### **Update on Work in Progress: Community Highlights/Considerations from 2006-2007**

Excerpt from a report provided to Literacy Now by CBAL Revelstoke on behalf of the Revelstoke Literacy Action Committee.

#### **I. Your community:**

1. What changes do you observe about your community since doing the community Literacy Now plan?
  - The Revelstoke Mountain Resort is moving forward after many years of seeking a developer and planning. Although we do not know all of the forms this will take, change is expected within the community.
  - New City planning process is underway.
  - Housing prices have soared with many houses increased in value. There is a sense that many families are or will be selling their homes and possibly leaving the community.
  - Rental units are increasingly difficult to find and keep. A large BC Hydro project and the Resort Developers are both seeking housing for workers. The community is needing to plan for affordable housing.
  - There is an intensifying need for workers and some jobs are lowering their hiring expectations to fill positions.

#### **II. Your plan:**

2. List the priorities/objectives and actions from your community's literacy plan that have been addressed this year.

##### 2006-2007 Priorities:

1. Sustainability for current programs and long-term directions.
2. Support a youth literacy initiative which embraces youth learning and involvement
3. Increase parents' confidence to support their children's learning.
4. Provide the opportunity for more books to be available for all ages of people in the Revelstoke area.

##### Actions:

- |   |                            |
|---|----------------------------|
| a. Special Projects Coordinator:  | Priority 1: Sustainability |
| b. Youth 'No Rules' Art Project:  | Priority 2: Youth Literacy |
| c. Senior Horizon's Project:  | Priority 1: Sustainability |
| d. Literacy Outreach Project:   | Priority 1: Sustainability |
| e. More Books in Our Community Project:   | Priority 4: More Books     |
| f. Library Support and Promotion:   | Priority 1 and 4:          |
| Sustain./library support  |                            |
| g. Literacy Events and Promotion:   | Priority 1: Sustainability |
| h. Priority 3 is being addressed through Family Literacy, the ECD Committee and community partnerships so funding was not allocated at this time. |                            |

### 3. What have been the major impacts of this work?

These impacts include family literacy, adults literacy and special projects which were all advised by the Literacy Action Committee:

- Strong community partnerships supporting learning in our community.
- Local schools value the participation of community service providers in events and programming.
- New initiatives have been developed to begin to address gaps in learning services (ie. Seniors Horizons Project and No Rules Art Youth Project)
- 6 family literacy programs were offered
- 2 children's literacy programs were offered
- 1 youth program was offered.
- Adult Literacy Tutoring and basic education services were offered.
- A seniors learning initiative is in the planning stages.
- A seniors computer lab was set up in anticipation of further learning services.
- The work of the Revelstoke Library was supported.
- The Okanagan College Volunteer Adult Literacy Tutoring program outreach services and events were supported.
- Programs have been developed that address the learning needs of children, parents, adults, families, youth, seniors.
- Over 160 families are accessing family literacy programming and many more are accessing literacy events.
- Over 13 agencies or organizations (23 individuals) were actively involved in planning for and partnering to implement learning and literacy initiatives.
- Families and individuals have expanded their social interactive skills, personal support systems and knowledge about community resources.
- 275 adults were active participants in children's learning experiences.
- Over 160 adults were provided with resources to promote learning opportunities with children at home.
- Early learning and parent education is a strong part of the Early Childhood Development initiative in our community.
- The Literacy Action Committee met 4 times to advise on community literacy programs and planning. One meeting focused on workplace literacy in particular.
- The Community Literacy Plan is noted in the 2007 Revelstoke Action Plan.
- Over 20 community events promoted literacy/learning programs and lifelong learning.

### 4. What adjustments have you made to your community plan?

- The Literacy Action Committee participated in a facilitated planning process to review the priorities of our plan in September 2006. This helped us to identify where we felt Literacy Now funds would be most effective.
- Another, deeper, review of our plan will be taking place this fall to update the actions to ensure that they remain relevant. We will be considering what has already been accomplished and where we need to work deeper.

- New opportunities include a great deal of energy around seniors and youth learning as well as anticipation of the District Literacy Planning process.

### III. Collaborations:

5. Number of organizations involved in collaborating in service/event delivery:

13

6. Examples of collaborations:

- Members of the Literacy Action Committee participated in a planning process in September that included a priority review and reached a consensus on allocation of Literacy Now implementation dollars. Due to this open process the number of initiatives we have been able to work on with these funds surprises even the committee.
- Each family literacy program is offered with a partner:
  - Books for Babies (Public Health/Library)
  - Family Night Out (Revelstoke Child Care Society, Interior Health, Okanagan College)
  - Mother Goose (Revelstoke Child Care Society, Speech and Language)
  - PALS/POPS (School District 19)
  - Family Tutoring (Revelstoke Child Care Society)
  - One to One (School District 19)
- Family Literacy Day was celebrated by a number of organizations pulling together to create activities for participants of ALL ages. (Seniors Association, Columbia Basin Alliance for Literacy, Okanagan College, Revelstoke Library, School District 19 and Community Connections (Revelstoke) Society.
- The adult literacy program has participated in a planning process and invited feedback members regarding priorities for their outreach plan.
- Plans are in place for high school students to tutor seniors on computers this fall.
- Okanagan College VALT and the Columbia Basin Alliance for Literacy have collaborated to provide events, support the book exchange and provide literacy service information.
- School District 19 has a strong presence at the Literacy Action Committee and is open to partnerships – ie. PALS/POPS, senior computer initiative.

### IV. The Initiatives:

7. What new initiatives have been instituted?

- The Committee recognized that there was a gap in service when it comes to senior's learning opportunities in our community. Staff time was allocated to allow for consultation, developing senior partnerships, planning and leadership to build capacity and identify learning opportunities for local seniors. The seniors responded by working on a plan to revitalize the entire seniors centre, become more welcoming to all seniors, work on attaining better transportation services and they identified ways to increase learning

opportunities. The seniors were supported as they learned to write grant proposals. Due to this initiative, renovations have been undertaken and

planning is in place for more learning opportunities. In addition, assistance was given to build a small computer lab so that seniors can participate in a number of learning initiative – some to be self paced and some offered to groups.

- Youth ‘No Rules’ Art Project: A partnership was formed with the Community Connections Youth Coordinator to provide the youth program. A literacy facilitator attended the program to build relationship with the youth. As previously identified in the Plan, we feel that effective programming must be youth driven. Next steps will include working with youth to design learning opportunities that are specific to their needs and to build from successful youth literacy events.
- Literacy Outreach Project: Funds were allocated to support the Okanagan College initiative to provide outreach literacy services. Literacy Now funds supported the adult literacy coordinator in connecting with learners at events, workshops, food bank, Family Night Out and the Revelstoke Awareness and Outreach Project. The result was an increase in the number of learners in the Volunteer Adult Literacy Tutoring Program.
- More Books in Our Community Project: The committee recognized the need to support the community book exchange with staff time for maintenance of the project: sorting and culling books, delivery of books, cleaning of bins in 6 locations. We have seen an increase in the use of the book exchange as it becomes well known. Distribution of books in the community was also supported including adult literacy book resources, more books in waiting rooms and very popular water books in the pool at the Aquatic Centre. Book gifts were supported for distribution by the Revelstoke Child Care Society and Library programs.
- Library Support and Promotion: Library programs were in need of the simplest resources to enhance current programming and promotion of the library. The resources were used to support a baby program, story time resources, library promotion and summer reading club.
- Literacy Events and Promotion: Funding was also allocated for the promotion of literacy and literacy programming in the community including literacy events or literacy practitioner participation in events such as:
  - RCCS Christmas Party
  - Family Literacy Day –
    - Hot Breakfast for Seniors – an event for seniors by seniors
    - Scrapbooking
    - Food 4 Thought Youth Event
    - Sing and Swim
    - Library and Elementary School Events
  - Ready Set Learn (4 events)
  - Stress Free Reading at Home Workshop
  - Three Year Old Health Fair
  - Teddy Bear Picnic
  - Block Workshop
  - Books for Babies Library Events
  - Seniors Horizons Project (and events)

- Community Book Exchange Book Drives
- Baby Talk Presentation: Talk, Read, Sing
- Toddler Talk Presentation: Tickers, Tales and Talkin' with Toddlers
- Computer Basics for Seniors Workshop
- Valentine Card Making at the Revelstoke Food Bank

8. What initiatives have been expanded or continued?

- Okanagan College has expanded its outreach efforts in the community.
- Learning initiatives for youth and seniors have expanded.
- The PALS and POPS programs are expanding due to a strong partnership between School District 19 and Columbia Basin Alliance for Literacy.
- The Community Book exchange has expanded and more books have been distributed through literacy programming, donations and events.

9. What programs/projects/events have ceased to exist in your community?

- Some programming/projects have shifted in the delivery model but none have ceased to exist.

10. What was the most successful aspect of initiatives this year?

- One of the most successful aspects of this initiative was the level of community participation and partnerships. There was not a great deal of additional funding; however, working together, we feel we were very successful in moving our initiatives forward.

11. What was challenging?

- Trying to plan long term with short term funding. As always, trying to secure enough funds to maintain and sustain what is successful takes time and effort away from the goals and priorities we are addressing.
- Ensuring that all perspectives and initiatives were equally valued.

12. # of adult participants in direct literacy instruction for adults:

Volunteer Adult Literacy Tutoring: 21 assessed, 18 tutored  
 Adult Academic and Career Prep: variable

13. # of adult participants in programs specifically focused on family literacy:

281

14. # of children participating in programs:

316

15. # of youth participating in programs specifically for youth:

43

16. # of seniors participating in programs specifically for seniors:

Seniors involved in the Senior Horizons project: 4  
Computer Basics for Seniors Workshop: 16

17. # of adults participating in events:

Baby Talk Sessions: 9 adults  
Family Night Out Halloween Celebration: 200 adults  
Toddler Talk Session (Tickles, Tales and Talking): 3 adults  
RCCS Children's Christmas: 54 adults  
Family Literacy Day:  
    Books for Babies: 5 adults  
    Senior's Learning Breakfast: 50 seniors  
    Food 4 Thought Youth Creative Writing Event: 8 Youth  
    Sing 'n' Swim: 5 Adults  
    Scrapbooking Event: 16 adults  
Seniors Helping Seniors Breakfast Event: 54 seniors  
Ready, Set, Learn events: 62 adults  
Valentines at the Food Bank: 10 adults  
Block Workshop with Fiona Morrison: 19 adults  
3 Year Old Health and Happiness Fair: 37 adults  
Sing and Swim (Screen Smart Week): 21 adults  
Teddy Bear Picnic (Screen Smart Week): 84 adults  
One to One Appreciation Evening: 12 adults  
Books For Babies Library Party: 25 adults

18. # of children participating in events:

Baby Talk Sessions: 8 babies  
Family Night Out Halloween Celebration: 250 children  
Toddler Talk Session (Tickles, Tales and Talking): 3 children  
RCCS Children's Christmas: 87 children  
Family Literacy Day:  
    Books for Babies Library Tour: 5 children  
    Food 4 Thought Youth Creative Writing Event: 8 Youth  
    Sing 'n' Swim: 5 children  
Ready, Set, Learn events: 49 children  
3 Year Old Health and Happiness Fair: 50 children  
Sing and Swim (Screen Smart Week): 19 children  
Teddy Bear Picnic (Screen Smart Week): 140 children  
Books For Babies Library Party: 26 children

19. # of books or other articles given out in special projects:

- Books for Babies: 75 kits
- Parents as Literacy Supporters: 260 kits
- Parents of Primary Students: 200 kits
- Family Night Out : 55 books
- Halloween Celebration: 300 (provided by community donation)
- Donations to other programs: 30
- Family Tutoring : 4
- Stress Free Reading Workshop: 2
- Community Book Exchange: Hundreds
- Revelstoke Child Care Society: 90
- More Books in Our Community Donations: 75
- Library Programs: 75

20. What issues/areas of concern do you have about evaluation in general?

- There is often a demand for quantitative data that does not reflect true learning successes.
- The pressure to provide justification for programming based on movement along a predetermined continuum of skill level is of concern.

21. What have you learned about the community development process?

- Shared successes build strength.
- It can be challenging to find common ground but this can create a strong foundation for everyone to return to and work from.
- Everyone has something to offer and different perspectives strengthen the initiative.