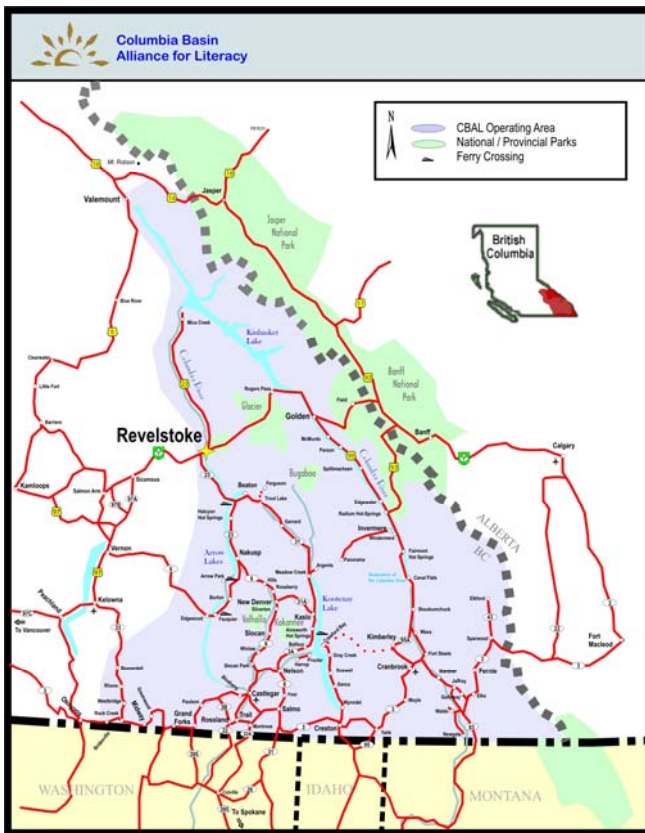


A Community/District Literacy Plan For Revelstoke



Map Image provided by the Columbia Basin Alliance for Literacy



Prepared by:
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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.

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Columbia Basin Alliance for Literacy
Revelstoke Literacy Action Committee

Anne Cooper
Superintendent of Schools
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Table of Contents

Context	Page	3
Community Literacy Planning	Page	3
Board of Education Role	Page	4
Defining Literacy	Page	4
Moving Forward with Vision	Page	5
Long Term Goals	Page	6
Purposes for this Document	Page	6
Sections:		
Early Learning: School Readiness in Young Children	Page	9
School Literacy: Reading Success in Schools	Page	16
Adult Literacy: Reading Success for Adults	Page	22
Community Literacy: Planning for Learning and Literacy Throughout the Community	Page	30
Works Consulted	Page	37

List of Appendices

Appendix A	Literacy Partners and Stakeholders (Revelstoke Literacy Action Committee Members)	Page	39
Appendix B	Recent History of Literacy Planning in Revelstoke	Page	40
Appendix C	BC Stats Demographic Profile	Page	42
Appendix D	Community Profile Commentary – Adding the Community Perspective	Page	51
Appendix E	2004 Revelstoke Community Literacy Planning Workshop Summary	Page	54
Appendix F	Early Childhood Development Service Providers	Page	58
Appendix G	Revelstoke Literacy Assets	Page	60
Appendix H	Update on Work in Progress – Literacy Now Report 2006/2007	Page	66

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.

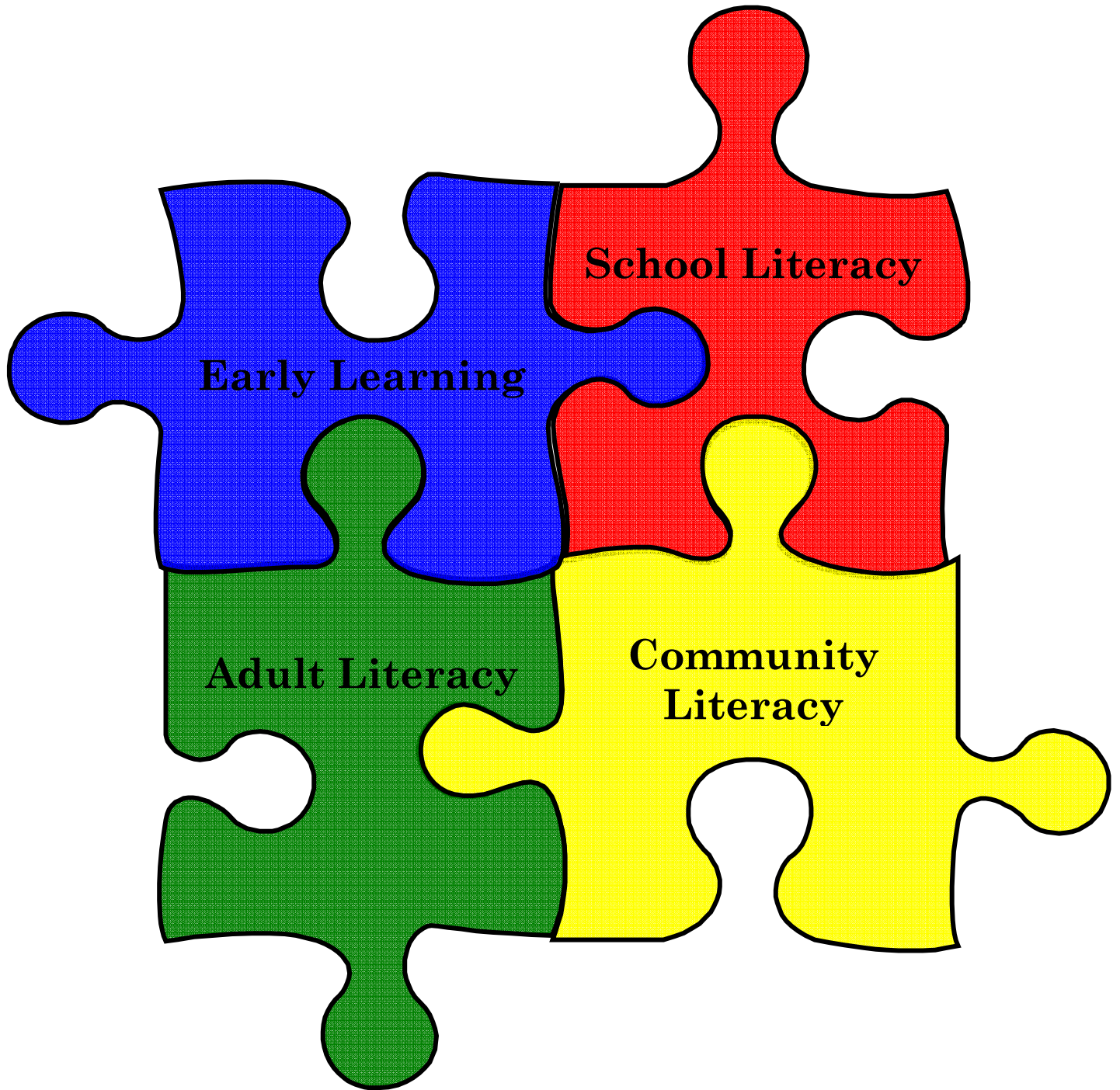
Goal 3: Learning and literacy activities will become embedded in community settings.

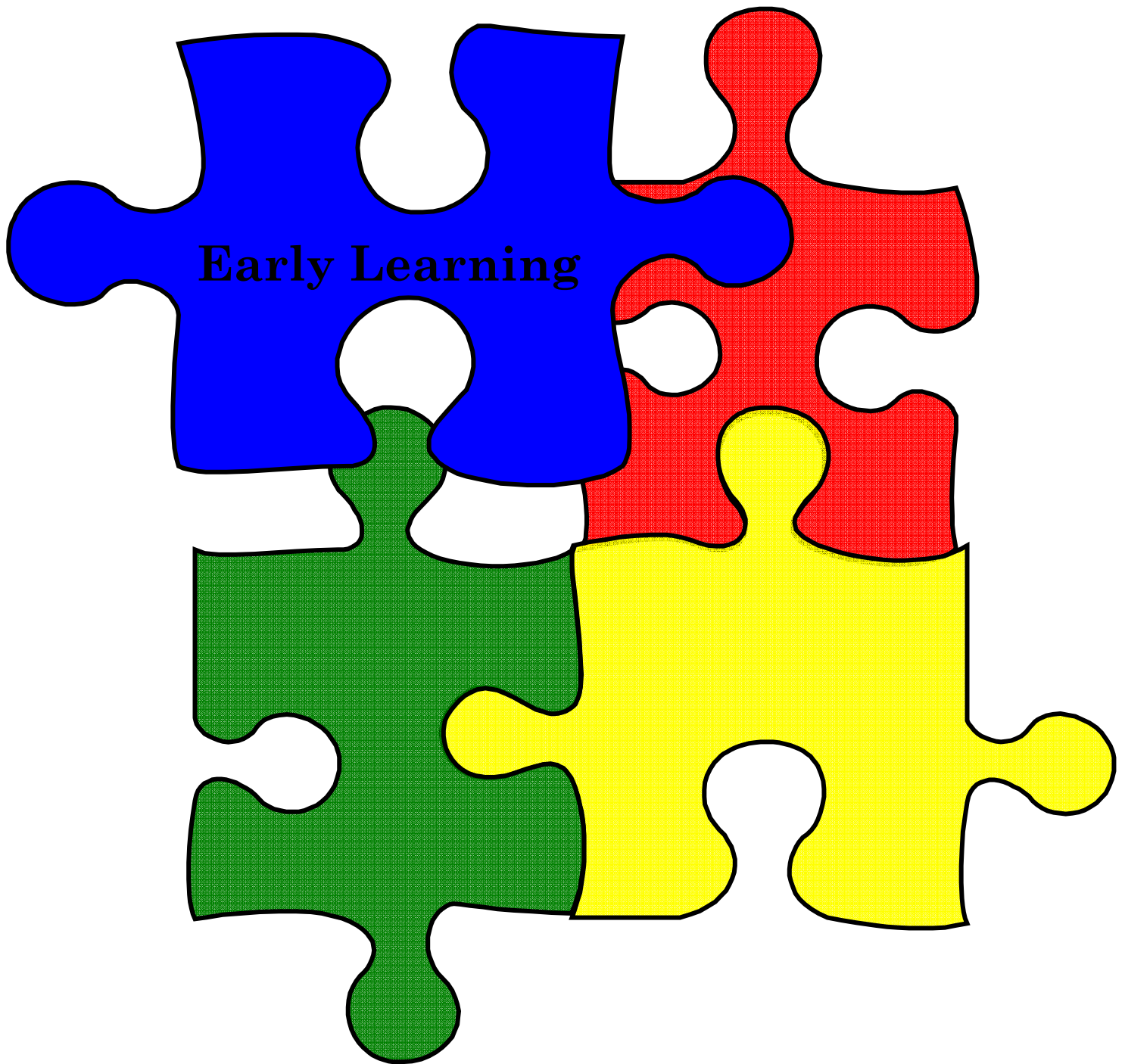
Purposes for this document

- 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

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, p. 17)
 - Well-being and Belonging
 - Exploration and Creativity
 - Languages and Literacies
 - Social Responsibility and Diversity
- BC Early Learning Framework has outlined key points regarding early learning. The framework “supports the creation of a shared image of the child that can guide efforts to promote early learning at the local and provincial levels.” (p.4)
 - Early learning is the foundation for lifelong learning, and the basis for individual, social, economic and environmental well-being. (p.2)
 - The Framework is based on a common set of principles relevant for all children:
 - ◆ Children are born with the innate desire to learn.
 - ◆ Families are the primary caregivers of children and have the most important role in promoting their children’s well-being, learning, and development in their context of supportive communities.
 - ◆ Play is vital to children’s healthy development and learning.
 - ◆ Consistent, responsive and nurturing relationships are essential to the well-being and early learning of children.
 - ◆ All aspects of children’s development and learning- physical, social, emotional, cultural, linguistic, and intellectual – are interrelated and interdependent.
 - ◆ Language plays a central role in connecting thought and learning.
 - ◆ Children are active participants in their families and communities.
 - ◆ The individual, cultural, and linguistic identities of children and families are respected and integrated into early learning settings, programs and activities.
 - ◆ The physical environment shapes children’s learning and well-being.
- “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.



Objective 3: Provide programs that support learners' goals
Strategies and Actions
<ul style="list-style-type: none"> • Increase the confidence and skills of family members to support the learning and literacy development of their children.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.

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
<ul style="list-style-type: none"> • Complete planning work for ESL services for young children and their families.
<ul style="list-style-type: none"> • Maintain strong partnerships to increase the community's ability to be responsive to unique/individual learning needs.

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

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

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

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

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

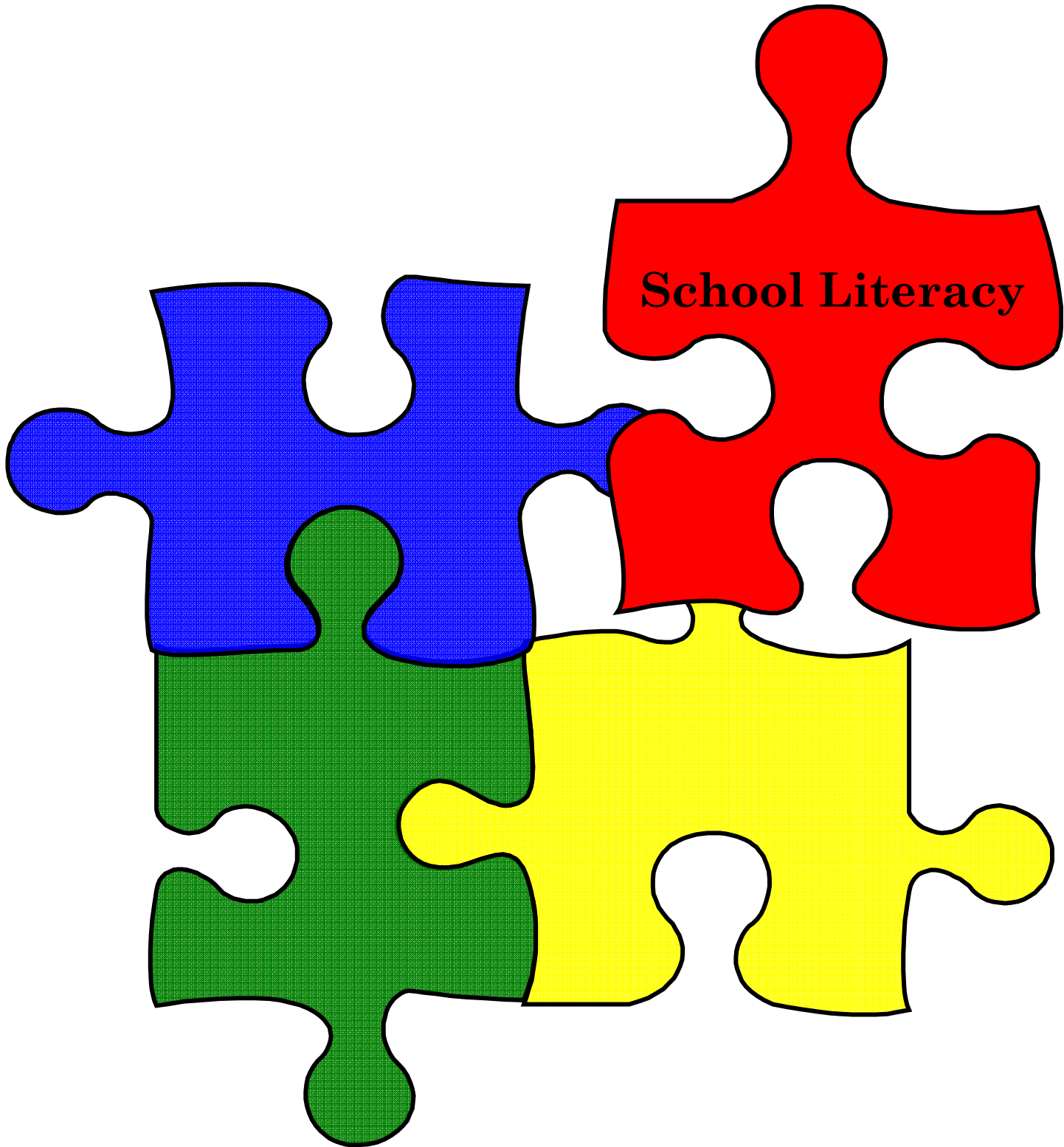
Strategies and Actions

- 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
<p>To ensure that 90% of our students are reading at grade level by the end of Grade 3.</p> <p>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</p>	District Screening DIBELS – Kindergarten Phoneme Segmentation n = 74		2002/2003: 65% 2003/2004: 55% 2004/2005: 56% 2005/2006: 45% 2006/2007: 51% 2007/2008:	These results provide the context for this objective. A fifteen percent increase from K to Grade 1 forms the basis for the Grade 1 target beginning with the 07/08 target.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 1 n = 79	2003/2004: 70% 2004/2005: 70% 2005/2006: 72% 2006/2007: 72% 2007/2008: 66% 2008/2009:	2002/2003: 60% 2003/2004: 65% 2004/2005: 68% 2005/2006: 51% 2006/2007: 64% 2007/2008: 74%	Target exceeded. Cohort group from 06/07 has 23% more students meeting or exceeding benchmarks.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 2 n = 73	2003/2004: 70% 2004/2005: 80% 2005/2006: 86% 2006/2007: 86% 2007/2008: 84% 2008/2009: 84%	2003/2004: 85% 2004/2005: 79% 2005/2006: 84% 2006/2007: 78% 2007/2008: 77%	Target not met. Cohort group from 06/07 has 13% more students reading at grade level.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 3 n = 73	2003/2004: 70% 2004/2005: 80% 2005/2006: 90% 2006/2007: 90% 2007/2008: 90% 2008/2009: 90%	2003/2004: 94% 2004/2005: 93% 2005/2006: 96% 2006/2007: 92% 2007/2008: 91%	Target met. Objective achieved two years ahead of anticipated success and success sustained for five years.

	FSA Reading Grade 4 meeting or exceeding. n= 78	2002/2003: 86% 2003/2004: 88% 2004/2005: 90% 2005/2006: 90% 2006/2007: 90% 2007/2008: 90% 2008/2008: 90%	2001/2002: 82% 2002/2003: 82% 2003/2004: 87% 2004/2005: 90% 2005/2006: 83% 2006/2007: 86% 2007/2008: 96%	Target exceeded.
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Objective 1.2	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that 90% of our students are reading fluently at grade level by the end of Grade 7.	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 4 n = 82	2005/2006: 84% 2006/2007: 87% 2007/2008: 90% 2008/2009: 90%	Fall 05: 82% 2005/2006: 90% 2006/2007: 91% 2007/2008: 80%	Target met, two of the past three years. Objective achieved two years ahead of anticipated success and sustained for a second year. Recent cohort has large numbers of students (13%) identified with learning disabilities.
All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 5 n = 90	2005/2006: 88% 2006/2007: 90% 2007/2008: 90% 2008/2009: 90%	Fall 05: 86% 2005/2006: 93% 2006/2007: 93% 2007/2008: 91%	Target met. Objective achieved one year ahead of anticipated success and sustained for a third year.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 6 n = 97	2005/2006: 84% 2006/2007: 87% 2007/2008: 90% 2008/2009: 90%	Fall 05: 82% 2005/2006: 85% 2006/2007: 92% 2007/2008: 96%	Target exceeded. Objective achieved one year ahead of anticipated success and sustained for a second year.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7 n = 98	2005/2006: 82% 2006/2007: 86% 2007/2008: 90% 2008/2009: 90%	Fall 05: 80% 2005/2006: 87% 2006/2007: 92% 2007/2008: 91%	Target met. Objective achieved one year ahead of anticipated success and sustained for a second year.
	FSA Reading Grade 7 meeting or exceeding n = 93	2005/2006: 80% 2006/2007: 80% 2007/2008: 80% 2008/2009: 86%	2001/2002: 68% 2002/2003: 77% 2003/2004: 70% 2004/2005: 70% 2005/2006: 75% 2006/2007: 79% 2007/2008: 85%	Target exceeded.

Objective 1.3	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
<p>To ensure that 90% of our intermediate Aboriginal students are reading fluently at grade level by the end of Grade 7.</p> <p>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</p>	District Reading Assessment – PM Benchmarks, meeting or exceeding – Grade 3 n = 9	2007/2008: 90% 2008/2009: 90%	2006/2007: 87% 2007/2008: 67%	Target not met. Small cohort impacts percentages.
	FSA Reading Grade 4 Aboriginal meeting or exceeding n = 7	2003/2004: 60% 2004/2005: 85% 2005/2006: 90% 2006/2007: 90% 2007/2008: 90% 2008/2009: 90%	2001/2002: 86% 2002/2003: 50% 2003/2004: 86% 2004/2005: 100% 2005/2006: 63% 2006/2007: masked 2007/2008: 100%	Target exceeded.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 6 n = 9	2007/2008: 90% 2008/2009: 90%	2006/2007: 100% 2007/2008: 78%	Target not met. Small cohort impacts percentages.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7 n = 10	2007/2008: 90% 2008/2009: 90%	2006/2007: 100% 2007/2008: 80%	Target not met. Small cohort impacts percentages.
	FSA Reading Grade 7 Aboriginal meeting or exceeding n = 10	2003/2004: 60% 2004/2005: 80% 2005/2006: 80% 2006/2007: 80% 2007/2008: 80% 2008/2009: 80%	2001/2002: 80% 2002/2003: 55% 2003/2004: 78% 2004/2005: 63% 2005/2006: 71% 2006/2007: 60% 2007/2008: 80%	Target met.

Objective 1.4	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that 90% of our students are reading fluently at grade level by the end of Grade 9.	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 8 n = 100	2008/2009: 90%	Fall 2007: 84% 2007/2008: 93%	Target exceeded.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 9	2008/2009: 90%		Baseline to be established in the fall of 2008.

QuickTime™ and a decompressor are needed to see this picture.

Actions

1. Provide additional support to each K-9 student 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 to students falling below established district benchmarks
- locally developed Literacy Toolkits, Great Leaps Reading, Precision Reading, Phonographix, Corrective Reading, Spelling Through Morphographics and Soar to Success

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 in each school library program

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 additional reading support

Implementation Details

- students identified by classroom and learning assistance staff
- partnership with Revelstoke Alliance for Literacy, Family Literacy Program

Evaluation

- participation rates
- student progress information

7. Support underperforming aboriginal students K - 9

Implementation Details

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

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

- committee meets 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

Evaluation

- annual participant review

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

Implementation Details

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

Evaluation

- parent attendance
- parent survey

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

Implementation Details

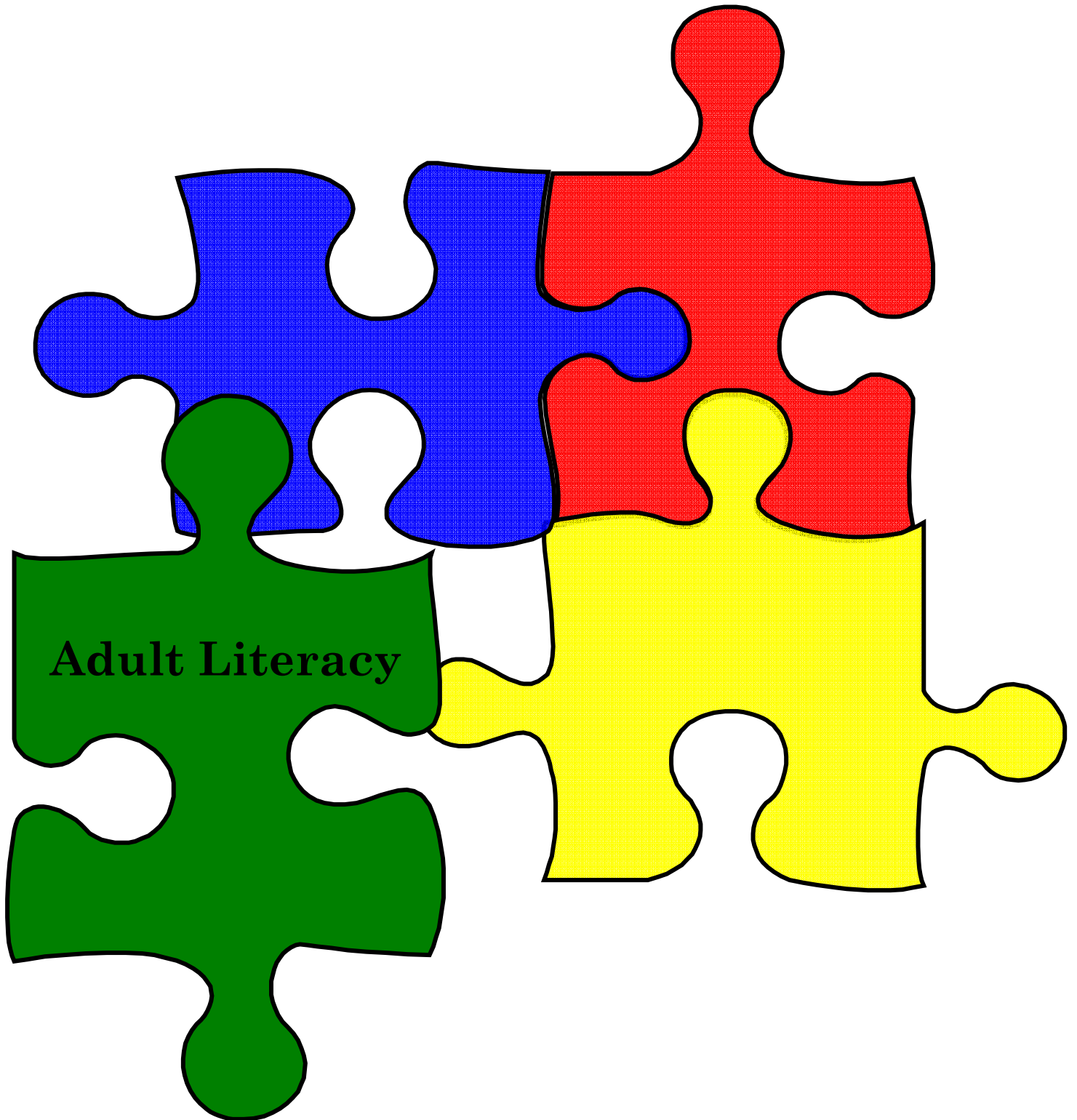
- continue to work collaboratively to continue the implementation of StrongStart
- continue to work collaboratively to implement Ready, Set, Learn
- utilize the district Early Learning Grant to the best possible benefit of early learners in the community
- collaborate with the Child Care Society to provide 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 and 2 complete and now being sustained. Focus for upcoming years will be on objectives 3 and 4.



Adult Literacy: Reading Success for Adults

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

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

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

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

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

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

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.

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

Success Statements:



goals.

Measurements:

- 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.

- 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

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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