

Revelstoke Early Childhood Development Strategic Plan



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Prepared For:
Revelstoke Early Childhood Development Committee
North Okanagan Shuswap United Way
Success by 6

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A special thank you to Golden and Vernon's ECD Committees for sharing your plans. Many hours were saved not having to re-invent the wheel!

Summary

This plan was created in accordance with the North Okanagan Shuswap United Way's Success by 6 initiative. Information was collected through a variety of methods, including interviews, focus groups and surveys, in an attempt to provide as much opportunity to participate as possible.

Opinions, concerns and dreams have been recorded and analyzed to assist in determining the recommendations and actions for early childhood development in Revelstoke.

The issues of concern explored within this document include access to services; improving knowledge; community supports; creating a family friendly community; access to child care; health concerns and community dreams.

The Revelstoke ECD Committee has created a list of the highest priority objectives. The next steps for the plan include sharing it with the community and considering who might have an interest in taking lead roles to carry recommendations forward. This document will serve as a starting point for ideas as well as a means of focusing efforts and monitoring progress.

Table of Contents

Acknowledgements	2
Summary	3
Table of Contents	4
Introduction	5
Vision Statement	5
Background	6
Considering EDI	6-7
Considering Previous Plans	7-8
Considering Information from Community Members	8-10
Considering the Issues	
A. Access to Services	11
B. Improving Knowledge	11
C. Community Supports and Services	12
D. Creating a Family Friendly Community	12
E. Access to Child Care	13
F. Health Care Concerns	14
G. Community Dreams	15
Action Plans/Recommendations	15-22
Areas for Further Consideration	22
Conclusion	23
Highest Priority Objectives	24
Works Consulted	25

List of Appendices

Appendix A	Inventory of Early Childhood Development Assets	i-ix
Appendix B	Success by 6 Focus Group Questions	x
Appendix C	Success by 6 Service Provider Focus Group Questions	xi
Appendix D	Success by 6 Survey	xii-xiii
Appendix E	Service Providers Consulted	xiv
Appendix F	Locations Surveys were distributed	xv
Appendix G	Attaining Raw Data	xvi
Appendix H	Graphic Representation of survey results:	
I.	Program Knowledge and Use	xvii
II.	Family Make Up of Survey Respondents	xviii
III.	Factors that Help/Prevent Participation	xix
IV.	Who Plays a Role in Your Child's Learning?	xx
V.	Are Programs/Services Adequate for Families of Children 0-6?	xxi
Appendix I	Considering the Revelstoke and Area Community Development Strategic Action Plan through an ECD Lens	xxii

ECD Strategic Plan Revelstoke

Introduction

“The quality of a child’s early years is a critical influence on the course and outcome of that child’s life. Children’s development from before birth to age six can affect their schooling, occupational choices, and even their lifelong health and well-being.” Dr Clyde Hertzman.

There is example after example of the benefits of participation in early childhood development programs and use of family supports and education. These include success in terms of social, emotional, behavioral, physical and cognitive skills.

“In one of the studies, The Perry Preschool Project followed participants up to 27 years of age and showed that the people from the preschool group were more likely to have advantageous social outcomes such as high school graduation, employment, fewer arrests, higher earnings, and owning their own home than those who did not participate in the program. These findings have been confirmed by multiple other studies.” (Brown, 2002). Brown goes on to state that children with experiences from high quality early learning and care environments were much less likely to become pregnant as teens, get involved in criminal behavior or become addicted to tobacco, alcohol or other drugs.

Brain research teaches us to cherish the early years as a critical time to ensure that children and families have education and basic needs met. In fact, 90% of the brain’s growth occurs between conception and the age of 5. These young children are connecting sights, sounds and experiences faster than any other period of time in their lives. (Carson, 2004, Appendix 1-p.2) Stimulation and a supportive environment are incredibly important at this time.

It is impossible to convey the wealth of research and expertise now available regarding early childhood development in this short document. Readers are encouraged to seek further information and to discover more for themselves. Quite simply, the finite time that a child is within the ages of 0-6 represents a time of extraordinary opportunity.

It is crucial for the municipality of Revelstoke to understand the benefits of carefully considering the life and experience of children, ages 0-6, in our community. Money and time invested in prevention and early intervention have long-term positive results socially as well as economically. Supporting families from pre-conception, through birth, infancy and the early years will create the best chance to affect long-term success for all of our children.

Our Vision Statement:

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 Goals of this Report Include:

- Create an inventory of programs and services from pre-conception to age six to assist in identification of community assets.
- Consult parents, caregivers and service providers to gain an accurate picture of Revelstoke's strengths, resource base and concerns within the community.
- Recommend and prioritize next steps to address gaps, issues and dreams indicated by community members as well as to achieve the most effective and sustainable system of services.
- The identified issues within the community can then be considered by initiatives such as Success by Six , or any other committee or organization wishing to address early childhood development concerns in Revelstoke.
- The existence of an Early Childhood Development Plan will create a starting point for monitoring outcomes as well as future planning and discussion within the community.

Background:

This document was created in response to the need for a community Early Childhood Development Plan so that Revelstoke can participate in the Success by 6 Initiative. However, it is the goal of this plan that it becomes a useful community document which will assist in furthering the awareness of the crucial ECD years.

A cross-sectoral community table was formed in the spring of 2004 to begin the process of discussing participation in the provincial initiative. A consultant was hired in the fall of 2004 to produce a plan documenting the needs and concerns of the citizens of Revelstoke in terms of early childhood development. Information gathering for the plan consisted of creation of an inventory of community ECD assets, as well as interviews, surveys, and focus group discussions.

At the time this plan was created, resources provided by Success by 6 BC placed the population in Revelstoke in 2004 at 8,537. Currently, the number of children in our community that are in the 0 to 6 age range is estimated to be 535 individuals. According to the 2001 census, we had 340 single families of children of all ages living in our community that year. Our population of children under six represents 0.2% of the population in the province of British Columbia. As a community, we can make all of the difference in the world for these children.

Considering EDI – or Early Development Instrument - Mapping:

“The EDI gives us the average scores for groups of children and in this way can help to determine the number of developmentally “vulnerable children” in a city, community or neighborhood and the types of vulnerability they might be showing.” (Hertzman, 2004) It is important to note that the EDI is used only as a commentary on groups not on individual children.

Revelstoke data was collected in February 2004 and results were analyzed and mapped as part of the provincial project. The results were presented to the community on November 15, 2004. The results show that Revelstoke is an excellent place to raise children. Due to the fact that we are a small school district and a small community a second sample will be taken in February 2005 to create a larger pool from which to draw conclusions.

Five EDI Subscales: The Early Development Instrument measures a child's development in 5 areas:

Physical Health and Well-Being measures fine and gross motor development, levels of energy, daily preparedness for school, washroom independence and established handedness. When compared to all the school districts in British Columbia, Revelstoke shows a vulnerability rate of 4.7% - the lowest in the province.

Social Competence looks at a child's ability to be cooperative and respectful to others, ability to work within the school environment, socially appropriate behavior during school activities as well as self control and self-confidence. Revelstoke shares the least vulnerable rating of 4.1% with the community of Vernon.

Emotional Maturity considers pro-social behavior such as helping, tolerance, and empathy as opposed to aggressive behavior, anxiety, hyperactivity, inattention and impulsiveness. With 5.1% of children rated as 'at risk' in this category, Revelstoke has the fifth lowest percentage when compared to the school Districts of British Columbia.

Language and Cognitive Development measures interest in books, reading and language as well as issues with literacy and numeracy. Children at risk in this category may struggle with reading, counting and can be uninterested in trying. 7.1% of children are considered to be vulnerable or 'at risk' in this category.

Communication Skills and General Knowledge considers a child's ability to communicate, articulate, participation in story telling and interest in general knowledge about the world. 6.4% of children in Revelstoke presented some vulnerability under this sub-scale.

While it is virtually impossible to have zero percent of children at risk, this is certainly a goal of the individuals that work with children and families in Revelstoke. There is always space for improvement and work to be done. At the presentation of Revelstoke's results service providers could be heard calculating how many children were considered vulnerable and talking about ways to reach them. There is no question as to the level of commitment to children and families that can be found in our community.

EDI work, particularly when combined with community asset/resource mapping, can help school districts and communities target money for programs and services as deemed necessary by outcomes. (HELP, Jan. 2005)

For more information on the Early Childhood Development Mapping Project and to view maps from communities around the province, visit www.earlylearning.ubc.ca or www.help.ubc.ca

Considering Previous Plans:

Revelstoke has been fortunate in that strategic planning has been an integral part of our community. There has been much work that has gone into considering our path and our future as a city. Plans of note include the Revelstoke Healthy Communities Project (February 1992), Child Care Task Force (1993), and Revelstoke and Area Strategic Action Plan (January 2001). These reports have resulted in a community that has vision and is working toward identified needs. In addition to awareness, the plans created in Revelstoke have had a direct impact on the resources available to citizens. For the purposes of this report, the plans are considered in terms of their impact on ECD supports and services.

In June of 1991, the Revelstoke Healthy Communities Project distributed a community survey to residents to assess use and satisfaction levels of community services and programs. Participants were given an opportunity to indicate what they felt were the greatest issues facing our community. At that time ski hill development, youth opportunities and the environment were indicated as the major issues facing Revelstoke.

The Child Care Task Force was formed in 1993 to look at Child Care issues and needs for Revelstoke. The Child Care Needs Assessment considered the feasibility of a group child care center. The direct result was Stepping Stones Child Care Center, which opened in 1995. It is a community asset which provides quality child care and preschool to young children. In addition, Kidz First, a group centre which included infant care opened at Farwell Centre in 1998. It closed a year later due to the high cost of running an infant and toddler group centre.

In January 2001, the Revelstoke and Area Community Development Strategic Action Plan was published. This plan considered both economic and social issues. A wide range of recommendations were created to work toward our community goals. A number of the suggested projects in this plan can be considered to have an early childhood development focus and should be considered by the Revelstoke ECD Committee in addition to the recommendations from the 2005 ECD plan. The Committee should consider the status of the suggestions in the 2001 plan; whether these concerns are still valid for Revelstoke or if they are no longer a priority for the community. It is important to incorporate this piece into the ECD plan so that any work that is already occurring can be acknowledged and supported. (see Appendix I)

In addition, organizations such as Community Connections and Revelstoke Family Literacy have surveyed and held planning sessions to consider the needs of families and gaps in service for Revelstoke. This knowledge should also be taken into account by the ECD Committee when considering options for our community.

Considering the current ECD picture in Revelstoke and what Community Members have to Say:

Strong partnerships and capacity building work has been taking place for some time in Revelstoke; well before the Success by 6 initiative. The work and collaboration to date is

certainly something to celebrate and a source of pride for our community. One parent notes, “I am very proud of the services that our community provides and have seen first hand the positive results in my kids.” It is important to acknowledge that we are doing well at meeting the needs of families in our community. A majority of survey respondents feel that the community has adequate services for families with children in the 0-6 age range. Many of the recommendations in this report call for support and protection of what is working well and to build on the work that is already being done.

Recommendations were made after considering the current inventory of services; as well as comments from community members including parents, caregivers and service providers. Focus group discussions explored a number of issues and suggestions for solutions. A survey was issued in addition to the groups to provide a second avenue of information collection. Finally, focus groups and interviews with service providers were conducted to ensure that the issues, needs and concerns encountered by those working with children and families are reflected in this plan. (See Appendix E and F).

Inventory of Current ECD Supports and Services:

An inventory of programs and services from pre-conception to age six was compiled (see Appendix A) to assist in creating an overall view of early childhood development in Revelstoke. The inventory will assist the ECD Committee and any other individuals or organizations to consider the current assets. This serves as a starting point for looking at gaps and considering avenues of collaboration.

Focus Groups:

A total of 95 individuals participated in focus groups. All focus group discussions were based on the same set of questions. (See Appendices B & C). While many themes came from these discussions, some groups felt more passionately about particular issues. The focus groups provided an excellent opportunity for people to express their opinions and build on concerns and ideas together. In addition, each focus group built a list of information sources and ECD assets. These ideas and dreams are found in the pages of this plan for consideration. See Appendix G to obtain copies of the raw data from these discussions.

Survey Analysis:

In addition to the focus group discussions, a survey was developed for community members (primarily parents) to add to the picture created by focus group participants. (see Appendix D). The purpose of the survey was to help determine current knowledge about services available; ways to help with access to programs; how families are feeling about those services and to look at what else needs to be done for young children and their families.

Surveys were distributed through a number of sources including preschools, a child care centre, kindergartens, playgroups, the library, and community service agencies. (see Appendix F for a complete listing). Ninety-two surveys were returned and analyzed for this report. Six additional surveys were returned after the analysis was complete. Their

comments have been considered in the report overall; however, the results from these surveys are not reflected in the graphs.

The first page of the survey requested that respondents show if they have used a program, have not used it but are aware of the program or had never heard of the program. The hope of this section was that it would show if there was a gap in knowledge about the programs and services in our community. Overall, it appears that families are quite well aware of a number of programs in our community. (see Appendix H.I) The ones that were less well known tended to be the ones that address very specific needs. Unfortunately, this section was not consistently filled out by all participants and may have caused confusion for some. Therefore, the results of this section must be considered as only a loose idea of the level of knowledge in our community. Focus group discussions showed that access to information was a concern for many.

Families that responded to the survey had children from newborns to adults. In addition, parents identified that their families consisted of anywhere from one to eight children. (see Appendix H.II) It seems that the survey responses reflect the opinions of a group that has a wealth of experience with the programs and services available in Revelstoke.

Participants were asked what factors were helping them or preventing them from attending programs. (See Appendix H.III) Responses clearly showed that location, time and cost were key factors for families. In addition, feeling welcome is clearly a significant factor for many. Timing is an issue that was discussed often in focus groups and continued in written comments on the survey as well. It is clearly frustrating for working families and families with multiple children to miss early childhood development program opportunities due to inflexible schedules. Service providers must continue to be sensitive to this fact when setting a schedule for programs or services.

Respondents were asked to indicate who they feel is playing a role in their child's learning. (See Appendix H.IV) It is clear that respondents understand that the family is key to learning in the early years and beyond. Parents, grandparents, siblings and extended family were identified as significant people playing this role in our community. In addition, pre-school teachers, teachers and childcare providers are listed as key individuals. High quality programs and child care are essential components of the ECD picture.

In addition, the survey asked if the ECD programs and services in Revelstoke are adequate for families with children 0-6. (See Appendix H.V) Overall, most people are very happy with the current programs and services with 66% saying yes. Thirteen percent indicated that they were unhappy with the level of programs and services, while 16 % did not respond. Interestingly, some people chose both yes and no or indicated yes but added a note to explain their response. In most cases, the lack of appropriate equipment in playgrounds was mentioned as the piece that is causing the most frustration for families.

Finally, community members were asked what they would like to see for themselves and for their children. These concerns, ideas and dreams are reflected in the recommendations below.

The information gathered overall pointed to a number of issues of concern for early childhood development in Revelstoke.

Issue A: Access to Services:

There are several barriers that can hinder families from attending very good programs. When efforts are made to address as many barriers as possible, a program can be more welcoming, open and inclusive. Timing is a key issue for many families and a bane for service providers. It really is not possible to choose one time and date that is going to work for everyone. It is important that people choosing the times take a moment to consider what else is happening for families. Working families in particular struggle with access to daytime programming and feel a great deal of frustration that they are missing opportunities. Families are also struggling with scheduling their families needs or conflicting needs of siblings. The more choices that can be provided to families the more access they can enjoy.

Programs and services in our community must also consider that cost presents a significant barrier to many families. Everyone would like to have all the opportunities in the world but costs can add up quickly and families must make choices. Parents and caregivers must know the importance of a program or service so that they can make the choices that are best for their family.

Participation in programs can be encouraged by hiring enthusiastic and knowledgeable staff, as well as addressing issues such as transportation and childcare to create a program that is sensitive to the needs of the participant. The removal of participation barriers can be key.

Issue B: Improving Knowledge

During the focus groups, parents talked about their frustrations in finding information about the programs and services in Revelstoke. Families are using many sources to find information including the Revelstoke Child Care Society and its newsletter, word of mouth, newspaper and bulletin boards around the community. Overwhelmingly, people listed the Revelstoke Parks and Recreation Department Leisure Services brochure as a source of information. There were some issues surrounding this valuable document as well. Occasionally people did not receive a copy and missed information. Parents new to the community wanted the resource to be available to them at any time. There are, of course, copies available at the Revelstoke Community Center, but new families were not aware. It was suggested that the Leisure Services brochure could become part of the package offered by the Welcome Wagon.

A common suggestion from parents and service providers alike includes a centralized information board just for children and families. This would make it quick and easy for

parents to find the information they need. It was suggested that this board might find a home at the Revelstoke Community Center upon the completion of the indoor pool.

In addition to finding out about programs and services it is important that education in terms of early childhood development and parenting be available in our community. Awareness of the importance of this critical development period needs to become part of our community consciousness. There must be a commitment to provide parents with all of the tools they need for providing an optimal environment for their child. Parents (or primary caregivers) are a child's first and most influential teachers. The role of families in a child's learning must be considered and supports offered.

Issue C: Building a Network of Sustainable Community Supports and Services:

There are many examples of strong partnerships working in the field of Early Childhood Development in Revelstoke. It is important to continue these strong links that help create and support a system of knowledge and referral. Together we can champion early identification and early childhood development to create an optimal start for families. The more knowledge we have and the more collaboration there is between agencies and organizations the more effective we can be for families.

Organizations working together will create a strong community now and into the future. Consistent methods of communication are key to ensuring that all partners remain in the loop. It is easy for one agency to be left aside as a group focuses on a particular initiative. Open communication will ensure that everyone remains on the same page and has the opportunity to provide input or collaborate.

Research shows that outreach services have a significant impact on the quality of life for the most vulnerable. This work must continue to be supported and its significance acknowledged.

Issue D: Creating a Family Friendly Community

There are several issues that impact the quality of the family experience in Revelstoke. Consistently, parents at focus groups and in surveys listed the lack of playground equipment as a major concern. Equipment is being removed to improve the safety of the playgrounds in Revelstoke. While parents accept this as a valid concern, they feel there is nothing left for their children to play on; especially children under the age of 6. Parents would like to see playgrounds designed to be used in stages as children gain new abilities. Families have many dreams in terms of play space for children in Revelstoke and many expressed an interest in being consulted about the best equipment to install.

There are some basic infrastructure issues within the community of Revelstoke that are very frustrating to families of young children. Families noted the lack of change tables in our community. Some of the locations indicated were local parks, downtown, men's public washrooms, recreation areas and Farwell Center (Okanagan College). In addition, families feel there are no public washrooms in the downtown core during the winter months. This situation can cause a great deal of stress for families with a young child. It

has been recently learned that there is a publicly accessible washroom at City Hall, complete with an access ramp for strollers. It is clear that this facility is not well known by the general population. Finally, parents also indicated concern that there are no breast-feeding facilities in the downtown area. It is significant to note that all of these needs were being met by the Health Unit before it was moved to the hospital in Arrow Heights.

Parents also noted that it can be very difficult to ‘get around’ with their young children. Several families stated that it presents a significant challenge to access the sidewalks in the winter months, making walking into town difficult. While it is a fact of life in Revelstoke that we must deal with a great deal of snow and the challenges it presents – acknowledgment of this difficulty and efforts to help can go a long way to creating a caring community for all of our families. In addition, parents noted that many stores do not leave enough room in the aisles for a stroller.

For Revelstoke to truly become a family friendly community it will be key for service providers, businesses and city officials alike to be sensitive to the needs of those with young children.

Issue E: Access to Child Care

There are excellent assets in our community for providing quality care for children. We have 2 licensed preschools offering programs on various days at various times. There is space for over 100 children ages 2-5 in these programs. We have one licensed group facility offering preschool and child care service, including before and after school care, with a maximum capacity of 24 children at a given time. In addition, there are seven licensed family child care centres with a capacity of 7 children each; as well as 5 license not required care providers with a maximum of 2 spaces each.

Revelstoke is working hard to meet current child care needs in our community; however, statistics are pointing to the need for more services. According to statistics gathered by First Call (BC Child and Youth Advocacy Coalition), women joining the workforce is expected to rise from the current 71% to about 80% by 2011. This will create a steady increase in the demand for child care services. In addition to preserving current resources, it will be essential to plan and recruit to meet demands in the immediate future.

Child care challenges include the availability of substitute care providers which is a direct support to those doing this work. In addition, low wages remain a concern. The fee to parents must be low to make care affordable; however, this translates directly to low wages for workers.

In addition, the reduction of hours at the Revelstoke Child Care Resource and Referral translates to less support and less training dollars. If we are to maintain high quality child care options, the support system must become a government priority.

“The public saves an estimated \$7.16 for every dollar originally invested in high-quality child care....Quality early child care helps pre-schoolers – especially at-

risk children – develop the social, emotional and behavioral skills they need to be ready for learning at school.” (Carson, 2004)

Training for parents and care providers is a concern in our rural community. We are unable to provide the kind of educational training available in larger centers due to the costs of paying speakers travel costs.

While there is some shift in government policy in terms of subsidy availability, it remains that families need to have greater access. Only 10% of all parents receive provincial subsidy to assist with child care costs. (First Call, 2004)

Parents have indicated some areas of concern in terms of child care options for specific circumstances. Parents feel a great deal of stress during the kindergarten year when they need to be available to drop off/pick their child up at very specific times. Some child care providers and Stepping Stones Childcare Center provide this special service in our community. In some cases, parents are unaware of the service, for others it is a matter of finding options that work at their local school. Parents also felt the need for more options for before and after school care. Several parents mentioned struggling with finding care for children under 2 and finding flexible care options for those working shifts.

Value needs to be placed on those that choose to care for our children and families. Unfortunately, these key jobs are not high paying positions and the people that choose to do this work should be recognized for the invaluable service they provide to families and our community in general.

Issue F: Health Care Concerns

Focus group participants expressed concern about accessing their family doctor. If a child requires immediate care families must visit the on-call doctor or the hospital. Meanwhile, some individuals are waiting weeks for a non-urgent appointment with their primary care physician. Young children often visit the doctor only when they are ill and it creates a lack of continuity for families if they must see a different physician each time.

The re-location of the health unit remains a concern for community members. In their downtown location, public health nurses were able to answer general questions as well as make connections with individuals and their families. Now people need a reason to make the effort to travel up to the Arrow Heights location of the health unit inside the hospital. In addition to regular health services the downtown location provided a drop-in space for changing a child, using a washroom, breast feeding and coming in from the elements when walking into town. All of these issues have been listed by parents as a major concern for the downtown area.

If Revelstoke is to respond to the physical and mental health needs of children and their families, we must look to providing accessible care and responding to needs. It is also important to create a health care system that is educated about factors that influence early childhood development. In addition, the value of providing early intervention services (including attachment therapy) must be emphasized.

Issue G: Acknowledging Community Dreams

Each focus group that was consulted and each survey respondent was given the opportunity to list the things that they most wanted to see for their family in our community. It is important to consider the dreams and wishes of the families living here as it will respond directly to the families that we wish to serve. Some dreams could be attained through coordination or additions to current programs. Other dreams, such as that of a community water park, would require a source of funding and a larger commitment. In any case dreams are where all change begins.

Action Plans/Recommendations:

LEAD ROLE FOR RECOMMENDATIONS WILL BE ADDRESSED BY THE REVELSTOKE ECD COMMITTEE IN FEBRUARY 2005.

Issue A: Addressing Issues of Access to Services

Objective 1: To address the barrier of inflexible scheduling of programs and services.	
Recommendations	Lead Role
1. Look at the feasibility of creating a drop-in centre that could provide more flexible hours including weekends and evenings.	
2. Ensure that service providers remain sensitive to the issue of timing for many families.	
3. When possible, offer programs at different times (day/night) to address work schedules.	
Objective 2: To address the barrier of cost.	
Recommendations	Lead Role
4. Write a general letter to recreation groups to ensure they are aware of the frustration parents are feeling over the issues of cost and fundraising.	
5. Ensure that information regarding subsidy for programs is easily accessible.	
6. Ensure that opportunities for free or low cost programming are widely advertised/ Champion programs that are free.	
7. Look to local funding opportunities (possibly service groups) to set aside a fund to provide reduced cost or free opportunities to families in need.	
Objective 3: To address the barrier of transportation.	
Recommendations	Lead Role
8. Offer transportation when possible.	
9. Recognize that while we are lucky to have a bus system, it is often inconvenient and difficult to use.	
10. Make car-pooling the norm so that those without transportation have access without stigma.	
11. Create outreach opportunities with existing programs such as Mother Goose, Storytime etc.	
Objective 4: To address programming that is friendly	

to the entire family (including older and younger siblings).	
Recommendations	Lead Role
12. Provide free child minding attached to programs that are only available to a narrow age group.	
13. Include multi-aged activities so that there is something for everyone.	
14. Add a facilitator to help siblings that aren't as capable or to encourage older siblings to take a leadership role.	
Objective 5: To encourage open and inclusive programming.	
Recommendations	Lead Role
15. Offer enough spaces to ensure that all who wish to participate have the opportunity	
16. Look at registration practices to ensure that they are allowing access to programs.	
17. Ensure staff is qualified, enthusiastic and welcoming to all.	
18. Engage "hard to reach" families.	
19. Welcome and encourage all that are attending (including fathers; grandparents, extended family and caregivers.)	

Issue B: Improving Knowledge

Objective 6: To increase knowledge about existing resources, programs, services and educational information and to ensure it is easily found and accessible in our community.	
Recommendations	Lead Role
20. Establish a Child and Family Information Board at a common location. There should be space for information on services, general parenting and ECD information, contact information and take-away pamphlets. Suggested location: Revelstoke Community Center	
21. Create and maintain a children's community calendar that can be changed and added to so that all information is up to date. Provide access to all media including local newspaper, radio and cable tv.	
22. Create a mini-directory of all family programs and services along with contact information for distribution throughout the community. Provide copies to all agencies and organizations. Ensure that new families get copies through the hospital, health unit or the Welcome Wagon.	
23. Ensure that all households are provided with a copy of the Leisure Services brochure and that it becomes public knowledge when to expect the new pamphlet and where to get extra copies.	
24. Provide additional copies of the Leisure Services brochure to the Welcome Wagon for distribution to new families.	
25. Provide information to Welcome Wagon staff on the programs and services available to children and families. Create a system of referral to the Welcome Wagon for all agencies and organizations that may become aware of families new to the community.	
26. Advertise the booklet, information board and websites that provide comprehensive community information.	

27. Begin a campaign of community awareness to ensure that people know of the resources available and where to access them.	
28. Continue to pursue a course of open communication and information with doctors and health nurses as they are capable of recommending programs and services to people that may not have been aware of them.	
29. Continue to supply information to local schools so they know where to send children and families for more information and resources within the community.	
Objective 7: To raise community awareness of the importance of early childhood development.	
Recommendations	Lead Role
30. Support sex education and the SAFER (Sexual Awareness For Everyone in Revelstoke) clinic as a means of community information and education for pre-conception.	
31. Continue to support the Health Unit's annual 3 year old screening clinic as an opportunity for early identification	
32. Continue to support the Ready Set Learn initiative.	
33. Ensure that ECD materials are readily available and that families are aware of where they can access these materials.	
34. Develop community events to draw families and provide information. Ensure opportunities for all who influence a child's learning so that everyone understands the role they can play	
35. Create a culture of awareness of early childhood as a critical period of development through continuing a series of articles to be published in newspaper and relevant newsletters. Consider a series of presentation to PACs, parents, City Council, Chamber of Commerce, and Service Groups.	
36. Continue to support the family literacy program and its message that parents are a child's first and most important teacher.	
37. Promote events that provide families with information on research that affects their children. For example: TV-Free Week or Family Literacy Day.	
38. Create a culture of awareness of the effects of media exposure on child development.	
39. Continue to seek training opportunities for parents and professional ECD workers.	
Objective 8: To provide the opportunity for all families to be aware of and to access parenting education.	
Recommendations	Lead Role
40. An information campaign to ensure that families become aware of the importance of parenting education.	
41. Ensure that parents and service providers become aware of the options available for pre-natal education and any other supports for positive pregnancy.	
42. Host community events that support parents and families while distributing parenting and contact information.	
43. Add parenting information to existing programs such as Playgroups provided by Community Connections and the Revelstoke Child Care Society.	
44. Continue to provide education opportunities on the latest health research and information to parents including but not limited to the pre and post-natal influences of tobacco, alcohol and the	

increasing issue of child obesity.	
45. Parents need to easily know where to go with questions. Ensure that contact names and numbers are easy to find.	
46. Create a culture where it is easy and acceptable to ask for help.	
47. Provide information in a variety of formats including a website, publicly accessible computer, pamphlets to take and printed materials to lend.	
48. Consider the feasibility of a parenting center which would bring together parenting courses, drop-in time, ECD resources, support services, referral services, playgroups and a central place to ask questions.	
49. Coordinate with the municipality to ensure that the vision for the community involves consideration of young children and families.	

Issue C: Building a network of Sustainable Community Supports and Services

Objective 9: To create a system of sustainable community supports and services.	
Recommendations	Lead Role
50. Consistency should be a priority whenever feasible. Programs that exist over time become known and well attended rather than the hit and miss of programs with inconsistent funding.	
51. Look at funding opportunities as a group where it is reasonable and possible.	
52. Create a culture that values ECD workers and their efforts on behalf of children.	
53. Advocate for sustainable and sufficient funding for all supports and therapies for ‘fragile families’ whose children are facing developmental delays due to trauma or conditions of risk.	
54. Provide training opportunities in Revelstoke. Advocate for funding to make this easier. Government and funders must acknowledge and provide for the needs of rural professionals and parents.	
Objective 10: To create a system of complimentary non-competitive programs and services.	
Recommendations	Lead Role
55. Continue efforts to remove competition, share resources and support a cross-sectoral referral system.	
56. Continue to develop a community partnership - a coalition committed to working on ECD issues. Ensure that all groups interested are invited to attend. Consider many initiatives together rather than just one organization’s umbrella (ie. SB6, RSL etc.)	
57. Continue to encourage, build and strengthen the capacity for strong links between all providing ECD opportunities including but not limited to family resources, child care, preschool, recreation, children’s library and other literacy programs.	
58. Educate providers on the services of others –create a protocol for referral (when to make the call).	
59. Work together to create complimentary scheduling to allow greater access and support	

60. Consider the feasibility of identifying a successful time and running a series of programs consecutively by different organizations which will provide a varied and interesting education for parents. (ie. Baby Talk – Early Learning Canada – Nobody’s Perfect [or Literacy and Parenting Skills].	
61. Continue to support all early identification initiatives in our community. (Continue to strengthen beneficial partnerships such as those being formed with School District and community service providers).	
62. Create a culture that supports preventative/proactive services.	
63. Work together to connect families who can support each other.	
64. Create a plan to address how to find families that may need support but do not access any current services.	
Objective 11: To value the people who work with and support families in our community.	
Recommendations	Lead Role
65. Create an award to acknowledge outstanding service to families in our community.	
Objective 12: To provide outreach services for our most vulnerable children and families.	
Recommendations	Lead Role
66. Continue to support and value current outreach services.	
67. Create an outreach partnership model of willing organizations. (Identify the need – provide the service)	
68. Explore a mobile drop-in center model to take to areas of the community where vulnerable families are. (Bring the service providers and the programs to the people).	

Issue D: Creating a Family Friendly Community

Objective 13: To address the lack of playground equipment in our community.	
Recommendations	Lead Role
69. Provide information to the City of Revelstoke to ensure awareness that although they understand the need for safety, the loss of playground equipment was consistently one of the greatest concerns listed by parents in our community.	Success by 6 Committee
70. Create a plan for playgrounds that has equipment for all ages and stages of development. There is a significant lack of equipment in this community for children under 6 years of age.	
71. Create a coalition of parents that would like to participate in the planning process for community parks.	
72. Assist the coalition of parents concerned about community playgrounds and parks in looking for and accessing funding opportunities that would allow them to replace equipment at a faster rate than waiting for city funds to become available.	
73. Acknowledge the impact of the loss and lack of playground equipment for young families.	
Objective 14: To address the need for infrastructure that will create a more family friendly environment.	

Recommendations	Lead Role
74. Allow access to public washrooms downtown and in the parks for as much of the year as possible.	
75. Address the need for change tables in our community. Locations include but are not limited to: Parks, downtown, men’s public washrooms, recreation areas and the community college.	
76. Provide a public washroom in a central location that is open during the winter months. Or provide the public with knowledge of easily accessible, friendly family washrooms.	
77. Provide a location in the downtown core where families can drop in to take a break from the elements, breastfeed, change a child, or use a public family washroom.	
Objective 15: To ensure that the community is sensitive to access issues faced by families of young children.	
Recommendations	Lead Role
78. Provide information to the Chamber of Commerce and local businesses regarding the difficulty of maneuvering strollers. Create a list of ways they can help.	
79. Ensure that the City of Revelstoke is aware that there are concerns about being able to use strollers to access downtown when the sidewalks have not been cleared or have become icy before it can be cleared.	
80. Continue to support the Food Bank (as well as Baby Bundles) and all other supports that help families meet basic needs.	
81. Ensure that affordable housing remains a concern for the community as it faces projected growth and change.	
Objective 16: To ensure that recreational opportunities are available for families.	
Recommendations	Lead Role
82. Ensure that the City of Revelstoke is aware of the concerns of families regarding the new pool. There is great excitement around the indoor pool; however, many parents have expressed concern about the cost and feel that it is simply too much for long term passes.	
83. Offer workshops by Early Childhood Educators for all volunteers, coaches and organizations working with children under 6. This will provide an opportunity for the development of appropriate expectations and greater enjoyment by all.	
84. Continue to create more recreational opportunities for families (especially during the winter months).	
85. Consider the feasibility of an indoor playground.	
86. Create a booklet that lists all of the things families can do for free in Revelstoke. The booklet could include the best toboggan runs, outdoor skating opportunities, best places for flying kites, playing tennis, best places to walk, hike and bike.	
87. Create clubs where parents and their children can meet for recreational experiences with like minded families. (An example: Parent and Tot Hike and Bike club)	
Objective 17: To create a culture that acknowledges the difficulty of being a single parent.	

Recommendations	Lead Role
88. Create a single parent babysitting co-op to provide relief to one another.	
89. Create a skills co-op so that single parents list their skills and swap tasks (ie. Sewing or mechanics)	
90. Create a culture where community members are sensitive to the issues that are faced by single parents.	

Issue E: Access to Child Care

Objective 18: To value the quality child care resources we have in our community.	
Recommendations	Lead Role
91. Advocate for the continuation of the Child Care Resource and Referral office with enough office hours to serve the community of Revelstoke.	
92. Value the Revelstoke Child Care Society and the role that it plays as a supporter of families and an advocate for quality care in our community.	
93. Demonstrate appreciation to child care providers throughout our community.	
Objective 19: To address the child care needs identified by parents.	
Recommendations	Lead Role
94. Recruit child care providers that can provide more before and after school care options as well as more spaces for children under 2.	
95. Seek more care options so that parents can access care at more convenient locations with flexible hours that fit to work schedules.	
96. Consider drop-in options for parents with young children requiring a short break.	
97. Consider the feasibility of infant care at Farwell centre for children under 2 whose parent wants to access the college.	

Issue F : Health Care Concerns

Objective 20: To support the health and well-being of young children and families.	
Recommendations	Lead Role
98. Continue to provide information for parents to make healthy lifestyle choices for themselves and their children.	
99. Provide community health care providers with the opportunity to learn about the concerns of Revelstoke families regarding access to services.	
100. Consider the feasibility of hiring staff to provide early intervention services such as attachment therapy.	
101. Ensure that parents and professionals are considering research and information regarding the wide range of factors that have an impact on the health of young children. (Including: childhood obesity, physical inactivity, influence of media, smoke-free environments, safety awareness/injury prevention).	

Issue G : Acknowledging Community Dreams

<p>Objective 21: To recognize the dreams of families living in our community and promote their ideas.</p> <p>Note: Many dreams listed by parents are reflected in other sections of this plan.</p>	
Dreams	Lead Role
102.Music Program for tots and preschoolers	
103.Family Drop In Centre including playgroup, parenting courses, learning opportunities for parents and families and child minding.	
104.Language Program (preferred options = French, Spanish)	
105.A Water Play Park – suggested location = Centennial Pool	
106.More family events. Examples include a monthly family fair, open gym nights, family games night, age appropriate family sports such as floor hockey for older children in one room and playgroup in the next.)	
107.Indoor Playground (one suggested location = at the new pool)	
108.Mom and Child together fitness classes. (Yoga, swim, walking, general fitness)	
109.Develop a babysitting co-op	
110.Parent and Tot Movie Nights	
111.Summer Programs for 0-6 children	Current programs include Play in the Park, swimming programs and Stepping Stones Childcare Center.
112.Gymnastics for Tots 1-2 years old	

Areas for further consideration:

There are several issues of growing concern that have been raised while developing this plan. These factors will require close attention and consideration in the coming years. These are the larger and pervasive issues that our community and indeed our country is facing as a whole in terms of providing safe and healthy environments for young children.

- The role of shifts in government priority and how that affects available service at the community level. It will be extremely important in coming years to advocate for the continuation of threatened services.
- Changes within our own community and the requirement for more services. (In Revelstoke – the development of the proposed four season resort)
- The dramatic effect of media (including television and computers) on children. Research is clearly demonstrating that this is an area that must be addressed and information must be provided, just as is done for nutrition, so that families can make educated choices. “Maybe the most critical argument against watching television is that it affects the three characteristics that distinguish us as human beings. In the first 3 years of life, a child learns to walk, to talk and to think.

Television keeps us sitting, leaves little room for meaningful conversations and seriously impairs our ability to think.” (Johnson, 1999)

- Healthy living and environments for children. Some of the factors influencing the quality of life for children include physical inactivity, nutrition, media exposure, exposure to smoking and protection from preventable injuries among many others.

These issues, while linked to many already discussed, will require continued discussion by all interested in early childhood development.

Conclusion:

Recommendations were made based on the wants and needs identified by parents in our community; the knowledge and expertise of our service providers and compelling research.

The first step in the work of the Success by 6 committee will be to consider the recommendations laid out in this plan and how they reflect the needs of our community. To have the plan move forward a priority system must be in place and interested parties must be identified to take a lead role in carrying initiatives through. Many recommendations require a small commitment such as providing information. Meanwhile, others will take a great deal of enthusiasm, commitment and energy to carry forward. Some of the dreams indicated by Revelstoke families simply need a champion to make them happen. Others will require funding and a long term vision.

We are working hard in Revelstoke to support families and promote lifelong health and well being. We have much to be proud of here. However, we must remain vigilant and protective of the services we have grown and developed. Constant changes in the federal, provincial and municipal governments as well as the community itself can dramatically effect the priority placed on the crucial 0-6 years. We must take the steps necessary to ensure that Revelstoke remains a community with the dedication and capacity to support early childhood development.

Once ratified, this document will become a guide and reference point for growth and change in our community. This report and its recommendations should be treated as a changeable or ‘living’ document. A plan that can be reviewed on an annual basis so that it can respond to new ideas and changes in the community.

While it is very important to consider the feasibility of the recommendations included in this report, it is equally important to dream. To envision a future that meets all the needs of all children in our community. It is from dreams that Revelstoke’s future will be built.

The strength of Revelstoke will continue to grow as we support the work of parents, families and caregivers. We must continue to provide as much information, education, and resources as possible to give our children every opportunity to become successful and to reach their full potential.

Objectives Identified as Highest Priority by the Revelstoke ECD Committee

January 10, 2005

1. Objective #6: To increase knowledge about existing resources, programs, services and educational information and to ensure it is easily accessible in our community.
2. Objective #2: To address the barrier of cost.
3. Objective #3: To address the barrier of transportation.
4. Objective #8: To provide the opportunity for all families to be aware of and to access parenting education.
5. Objective #13: To address the lack of playground equipment in our community.
6. Objective # 7: To raise community awareness of the importance of Early Childhood Development.
7. Objective #18: To value the quality child care resources we have in our community.
8. Objective #14: To address the need for infrastructure that will create a more family friendly environment.
9. Objective # 20: To support the health and well-being of young children and families.

Prioritization and Initiatives: 2004-2008

Prioritization is a key element to the work that we do together. What follows is the annual priorities identified by the Revelstoke ECD Committee. We have also found that having the role of the coordinator allows us to be responsive to opportunities that may not have been identified at the time of the annual prioritization/ goal setting which is hosted in February.

2004—2005:

- Inviting members to the table
- Meeting and learning about programs and initiatives in the community.
- November 2004: first Ready Set Learn events in schools and an opportunity to work together. The “ah-ha” moment that working together has great potential.
- Surveys, focus groups and planning.
- Creation of the Revelstoke Early Childhood Development Strategic Plan.
- Prioritization of objectives identified in the ECD Plan .
 1. **Objective #6:** To increase knowledge about existing resources, programs, services and educational information and to ensure it is easily accessible in our community.
 2. **Objective #2:** To address the barrier of cost.
 3. **Objective #3:** To address the barrier of transportation.
 4. **Objective #8:** To provide the opportunity for all families to be aware of and to access parenting education.
 5. **Objective #13:** To address the lack of playground equipment in our community.
 6. **Objective # 7:** To raise community awareness of the importance of Early Childhood Development.
 7. **Objective #18:** To value the quality child care resources we have in our community.
 8. **Objective #14:** To address the need for infrastructure that will create a more family friendly environment.
 9. **Objective # 20:** To support the health and well-being of young children and families.

2005—2006: *(more detail will be provided in our first implementation year to give a full understanding. In following years, many initiatives continued so for full details please see the 2005-6 year).*

- Estimated In-Kind Contributions: \$13,000
- Apply for Success by Six and Children First funding for the first time.
- Development of initial programs, initiatives, projects:

Improved the awareness of the importance of the early years and the advantages of sharing the responsibilities within the community:

- Presentations to the Revelstoke ECD Committee members, School District Board

of Trustees, PAC groups and parents.

- Awareness was built by providing brochures and information at events such as Ready Set Learn, the free Ready Set Learn Swim at the Aquatic Centre opening, the Columbia Basin Trust Public Meeting, the 3 year Old Fair.
- The ECD Committee has worked to advocate for children in our community and share information regarding the early years to community members, media, and local politicians. Specifically a letter writing campaign was supported regarding the cancellation of the National Child Care Agreement.
- An information board has been purchased with Children First funding. This board is prominently displayed at the Revelstoke Community Centre. It features information on all events and programming in the community. It also provides rotating information on ECD initiatives and projects as well as general information regarding the early years.

Community engagement and linking of resources and assets:

- Development of resources including the Children's Services Directory, ECD Newsletter, the monthly Young Children's Calendar of Events, and inclusion within the existing parent and caregiver newsletter provided by the Child Care Society.
- The City of Revelstoke has become a partner in several of our projects and continue to hear our requests to work together. To date, the City has provided staff time in the planning and installation of the playground equipment. The ECD Committee has been allowed to place a bulletin board in a prominent space at the Community Centre; a building owned by the City. Installation was provided by the City of Revelstoke. In addition, the ECD Committee wrote a letter to the City describing the need for a downtown washroom during the winter months indicated by families in our initial strategic planning survey. City Council voted to install a change table and keep the washroom open at a cost to the City of \$4500 for the year. The City of Revelstoke has been a responsive partner in our efforts to make our community more family friendly.
- Information provided by parents clearly indicated a need for more change tables in our community. The community has responded quickly. In one year, change tables were purchased by RECDC (2), City of Revelstoke (1), School District #19 (1), and Revelstoke Credit Union has installed them in their washrooms because the need was brought to their attention.
- School District #19 is an active member of the Revelstoke ECD Committee and a supporter of early learning. There are many examples of the district investing in teacher release time to provide professional development around the early years. The most recent example included providing release time and accommodation to 2 principals, 2 teachers, 3 district support staff, the superintendent and the ECD Coordinator to attend an Early Years conference. In addition, the School District is investing in school programming that supports early childhood development

education including Roots of Empathy, Parents As Literacy Supporters and Ready Set Learn events.

- The Revelstoke Community Foundation continues to publicize its role in
- administrative support of the Children First and Success by 6 initiatives. This partnership was proudly noted at the Foundation's Annual Celebration and Awards Evening as well as in their *Report to the Community* newspaper that goes to all residents of the community.
- Work on and investments in upgrading community parks continues to be a community collaboration and investment. A small piece of preschool equipment was installed at QE Park. In addition, the local service group, the Dramatic Order of the Knights of Khorassan (DOKK) has been working with the ECD Playground sub-committee on the plans to restore a park that has been particularly used by young children and families.
- The ECD Committee has partnered with community groups the Revelstoke Child Care Society to increase resources in the Early Learning Lending Library. Gross motor equipment, infant development equipment and resources, cognitive toys and print and video resources have all been made available to parents, child care providers, the non-profit child care centre, and preschools. These items are available at a nominal charge. The Child Care Society also has a policy to provide these items free of charge to anyone for whom cost is a barrier. A conservative estimate of the number of children with access to these resources is 350-400!
- Resources provided to support the Community Connections (Revelstoke) Society PACT program.
- Resources and supports provided for English as a Second Language children in our community.
- Continuing to build and strengthen conventional partnerships while exploring new partnerships. This initiative has been evident in the maintenance of our membership as well as the increase in partnerships we have experienced.

Strategies to engage “hard to reach” families in the community.

- A sub-committee was formed to consider Access barriers unique to this community.
- The ECD Committee continues to work and plan around addressing Access barriers and letting local agencies and individuals know that there are resources/subsidies to assist in participating in programs and services. Members of the ECD Committee were asked to sit on a planning committee to develop a plan with the City to make the new Aquatic centre affordable and accessible to all families.
- Information services have been put in place to increase options and ability to participate. These services include: a bulletin board specific to children's services in a prominent location, children's directory, monthly activity calendar, newsletter

and linking ECD service providers to ensure information is being shared.

- A family has been supported through the subsidy process to access prenatal education. A seat in a prenatal class has also been purchased to address the fact that the subsidy process may, itself represent a barrier to participation in the classes.
- Programs supporting families with young children that are addressing barriers such as transportation, food and child care were supported with funding. .
- An emergency fund was developed to allow the community to respond quickly to access needs.

Public awareness activities to increase the understanding of the importance of the early years.

- Expectations is a program designed to connect with and provide support to expecting families resulting from the prenatal subcommittee recommendations. The program offered the opportunity to ask questions and learn in a casual and informal environment. Part of the objective of the program is to connect families to other community resources including the Food Bank's Baby Bundles program and Prenatal classes. Transportation, child care and food were provided to reduce barriers to participation.
- Toddler Talk was developed in direct response to requests from parents for more information regarding issues and topics relevant to parenting toddlers. The ECD committee is committed to supporting programs such as Expectations and Toddler Talk to allow for increased knowledge and participation to occur.
- The Revelstoke ECD Committee presented an educational opportunity to parents, caregivers and educators on the topic of the effects of media on children's development. Dr. Jane Healy will be presenting in Revelstoke on May 8th.

2006—2007

Estimated In-Kind Contributions: \$38,000

Coordination Tasks:

- Coordination of ECD Committee and to follow through with tasks directed by committee.
- Provide information to the committee regarding local, regional and provincial ECD initiatives.
- Follow-through on ECD Strategic Plan projects and planning initiatives.
- Success by Six and Children First liaison to the committee.
- On-going evaluation of strategic plan.
- Develop, maintain and distribute materials to increase community awareness and knowledge of existing resources, programs and services.

- Coordinate and facilitate sub-committees regarding ECD initiatives and issues (including coordination support of the Screen Smart initiative)
- Promote awareness of Early Childhood Development and support ECD educational initiatives.
- Coordinate the finances and purchasing required by the ECD Committee.
- Coordinate and support public awareness campaigns and education opportunities that increase the understanding of the early years.

Addressing Barriers to Access

- Create a strategy to offer transportation to increase access to services for vulnerable families as identified in the ECD Strategic Plan.
- Access fund and emergency fund established to support access to ECD programming and be responsive to needs as they are identified.

Providing Community Infrastructure:

- Purchase a change table to be installed at locations identified in the Revelstoke ECD Strategic Plan.
- Work in partnership with DOKK and the City of Revelstoke to plan and purchase appropriate playground equipment at Farwell Park
- Collaborate with community partners to purchase new equipment.

Program Support:

- Expectations
- Toddler Talk
- Roots of Empathy Partnership
- Parents of Literacy Supporters

Information Resources and Maintenance:

- Information resources such as the Children’s Directory and Children’s Calendar will be maintained.
- Community wide mail out of ECD newsletter updating everyone on programs and activities.
- Purchase of portable ECD Committee display
- Development of initial Screen Smart materials. Work with the ECD Committee (media sub-committee) has grown into a larger community committee called Screen Smart building the capacity to work with families of children of all ages to provide education and strategies to manage media in the home.

Education and Information Opportunities :

- Information resource management
- ECD professional development supported
- Purchase resources for English as a Second Language learners and care providers
- Partner in the Screen Smart media awareness initiative
- Work with community partners to provide a community speaker opportunity during Screen Smart Week: Jane Healy.

- Support of professional development opportunities for early learning
- Support travel costs for ECD Coordination position

2007-2008

Estimated In-Kind Contributions: \$49,000

Coordination Tasks

- Same as above.

Early Learning Resource Centre:

- Support to maintain ECD services in our community despite cuts to core funding.
- Support development of new child care spaces
- Bi-monthly newsletter to care providers and parents

Addressing Barriers to Access

- Access fund and emergency fund established to support access to ECD programming and be responsive to needs as they are identified.
- English as a second language child care support. Linking ESL families to ECD programs and services.

Providing Community Infrastructure:

- Support the development of local parks to include equipment for young children.
- Queen Elizabeth Park Playground sub-committee. Planning and funding development for completion of project in June 2008.

Program Support:

- Roots of Empathy Partnership
- Parents of Literacy Supporters
- Kids Snack Program.

Information Resources and Maintenance:

- Information resources, such as the Children's Directory, Prenatal Directory and Children's Calendar will be maintained.
- Development of prenatal directory in lieu of Expectations Program.
- Development of Prenatal Services Poster

Education and Information Opportunities :

- Information resource management
- ECD professional development supported
- English as a Second Language learners supported
- Partner in the Screen Smart media awareness initiative
- Support travel costs for ECD Coordination position to engage in regional and provincial information sessions.

- **Community Speaker Information Opportunity:**
 - Partner with community organizations to host **Barbara Coloroso**. A speaker opportunity offered during Screen Smart Week.
 - Provide information about the speaker and link to local community information resources.

2008 –2009

Estimated In-Kind Contributions:

Coordination Tasks:

- As above.

Program Support

- Kids Snack Program
- Roots of Empathy Partnership

Providing Community Infrastructure:

- Support the development of local parks to include equipment for young children.
- Queen Elizabeth Park Playground sub-committee. Purchase and installation of equipment. Funding reports and completion of project.
- Purchase of equipment to support Leap Land Indoor Playground

Increase Child Care Capacity

- Support the planning , development and capacity building for an infant and toddler child care centre in response to community need.
- Assist in addressing the critical shortage of child care for children under 30 months of age.

Addressing Barriers to Access

- Access fund and emergency fund established to support access to ECD programming and be responsive to needs as they are identified.
- English as a second language child care support. Linking ESL families to ECD programs and services.
- Support Community Connections (Revelstoke) Society to address barriers to accessing early childhood services for families.
- Support Revelstoke Child Care Society addressing barriers to accessing child care and ECD programming and services.

Information Resources and Maintenance:

- Information resources, such as the Children’s Directory, Prenatal Directory and Children’s Calendar will be maintained.

Education and Information Opportunities :

- Information resource management
- ECD professional development supported

- English as a Second Language learners supported
- Partner in the Screen Smart media awareness initiative
- Support travel costs for ECD Coordination position to engage in regional and provincial information sessions.
- ***Community Speaker Information Opportunity:***
 - Partner with community organizations to host ***Mary Gordon***, a speaker opportunity offered during Screen Smart Week.
 - Provide information about the speaker and link to local community information resources.

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