

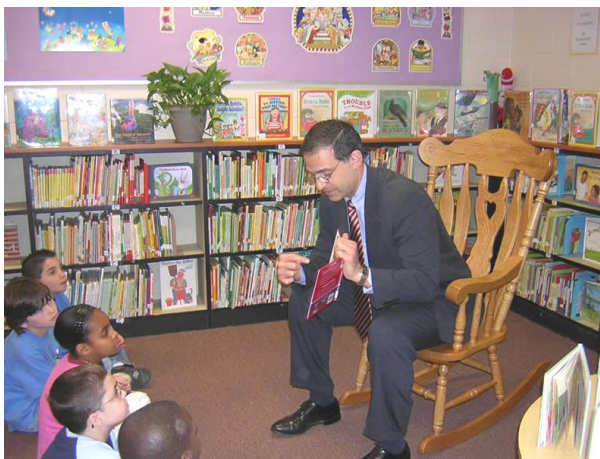
Current Services Assessment for the Greater Utica Area



“Literacy is the great equalizer in our society and we must work together as a community to help everyone achieve his or her fullest potential. The strength of our community is in the quality of our workforce, which is rooted in our community-wide commitment to literacy and education. I will continue to work with community groups, business leaders and families to strengthen literacy throughout our region.”

United States Representative

Michael A. Arcuri



Congressman Arcuri reads to a third grade class at Albany magnet school in Utica.

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Many thanks to all the organizations and individuals in the greater Utica area who talked with us about their work and their dreams for a future where a high level of literacy is an accepted and expected norm. Your time is valuable and your contributions to this report helped frame both the issues and the recommendations.

Thanks also to The Community Foundation of Herkimer & Oneida Counties, Inc. for its understanding of the pervasive nature of low literacy and its vision for a new future.

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EXECUTIVE SUMMARY

BACKGROUND

The ability to read, write, comprehend, compute, and problem solve are essential for people to succeed. Across the country, communities are coming together to explore the benefits of collaboration around the issue of low literacy skills. The power of these collaboratives comes from the alignment of civic leadership, the funding community, and the networks of service provision working together with a shared vision of 100% literacy through 100% community engagement.

Communities come together because they decide that literacy is essential:

- for families to promote education and learning within the home
- for children to succeed in school
- for people to become employed, self-sufficient, and climb a career ladder
- for people to make informed decisions about civic, environmental, and health issues
- for people to navigate in this new information and technological era
- for communities to combat the forces of poverty and crime
- and for employers to grow their businesses

This report is a companion piece to two other reports – the Needs Assessment and the Funding Analysis. The results of the Needs Assessment confirmed what many in the community already knew – that there is an urgent need to form effective partnerships to increase literacy in the area.

Low literacy in Oneida County is a crisis:

- An estimated 92,000 adults read at or below the 8th grade level in Oneida County. 35,000 adults' literacy levels are critically low meaning they are at or below a 3rd grade level. However, only 2,000 people enrolled in adult education services in 2007/2008.
- As many as 30% of youth drop out of Utica and Rome high schools with limited skills and no diploma and this number rises to 42% for those with learning difficulties.
- Utica has high levels of children living in poverty and these children are at risk of not having the pre-literacy skills necessary for kindergarten success. In 2000, Utica reported 44.5% of children under age 5 living in poverty; this rate is double the state average.

- Areas of Utica with the lowest literacy levels are those with the highest levels of poverty. The small African American population is concentrated in this area as are families with limited English language skills.

PURPOSE

The Community Foundation of Herkimer & Oneida Counties, Inc. commissioned this report to assess current literacy services and their effectiveness and impact on the community. This report highlights the good work currently being accomplished by literacy service providers, as well as identifying:

1. needs of service providers
2. gaps in services
3. strategies for improving services

ANALYSIS

Literacy services reach a very small percentage of those in need.

An estimated 92,000 adults read at or below the 8th grade level in Oneida County. 35,000 adults' literacy levels are critically low meaning they are approximately at a 3nd grade level. However, only 2,000 people enrolled in adult education services in 2007/2008.

From early child care environments and kindergarten readiness standards to meeting employers' current workforce requirements, people need more literacy skills. Literacy providers and the network of organizations around them want a better way to meet these challenges.

Specifics of strengths and gaps in the service delivery system are detailed in the following pages.

FINDINGS

1. There are a growing number of adults with limited literacy skills that underscores the importance of investing in effective services in the teenage years to prevent students from dropping out of high school.
2. The two key ways to measure service effectiveness and capacity are through (1) access, referring to the ability of the system to reach and enroll new students; and (2) program and system quality. As a coordinated structure is developed, these two aspects will strengthen the planning discussion.
3. English proficiency is a major issue in the community. About 12% of Utica's working age population (18-64) speak English less than "very well." (category of the National Assessment of Adult Literacy [NAAL])

4. There is no centralized tracking or coordinated evaluation of the impact of local literacy services. Each funding silo comes with its own accountability system; the systems are not easily integrated to provide a standardized evaluation picture. It is not possible to fully determine return on investment of either funders' dollars, or learners' time and effort, until all information is centralized and evaluated using compatible measures and tools.
5. The outreach efforts of providers are fragmented and insufficient to attract the interest of substantial numbers of learners.
6. The community at large is not familiar with either the issues or the impact of limited literacy on the local economy.
7. Retention of learners once they are enrolled in programs is the major concern of all the providers.
8. Training and curriculum support is available from BOCES (Board of Cooperative Educational Services) and the Regional Area Educational Network, but usually only those funded by that funding source have access. Many providers need training in targeted curricula and best practices for workplace, health, financial, family, and computer literacy.
9. Many provider sites have empty classrooms and could expand their services if they had additional staff and funding.
10. Oneida County has a higher than average number of parolees in the community and no corresponding literacy services to reduce risks and costs.
11. Out of school youth have few programming alternatives.
12. There is no systematic communications/transition plan between schools, early child care centers, and parents to communicate kindergarten standards and expectations thus ensuring a success for the child.
13. An early childhood literacy program for child care centers, proven and operated in Madison County by Mid-York Child Care Coordinating Council, has not been introduced into Oneida County.
14. There are opportunities to increase the number and effectiveness of after school programs tying the activities closer to the child's literacy and school needs.
15. There are few vocational and workplace training programs even though there is a demand by employers for skilled workers.

RECOMMENDATIONS

Literacy providers are unanimous in their support of a collaborative approach to addressing this community crisis. Focus group participants and interviewees, all 115, were engaged in developing innovative ways to address the issue.

RECOMMENDATIONS FOR CHILDREN'S LITERACY:

1. Increase the number of family literacy programs available
2. Increase childcare programs in adult literacy locations
3. Train childcare providers to help parents support children's learning
4. Build literacy learning environments with lots of pre-reading support materials
5. Increase numbers of volunteers to read to children
6. Expand the Mid-York Child Care Coordinating Council's Early Literacy Program into Oneida County
7. Create a system for universal pre-kindergarten
8. Create kindergarten visits for staff and children to make smooth transitions and maximize literacy skills with teacher understanding of needs and expectations
9. Provide opportunities for early childhood program teachers, parents and kindergarten teachers to meet and plan children's transition into kindergarten
10. Train pre-kindergarten teachers in state standards and provide support to help them meet those standards
11. Identify and provide support to home-based providers
12. Create an incentive system for caregivers in this network
13. Develop creative timing and scheduling opportunities for training
14. Develop a materials and resource partnership with the library for rotating collections
15. Increase the capacity of programs that offer home visits
16. Train home visit specialists in supporting pre-reading skills
17. Get books into the hands of children in these families
18. Support the school districts plans that are in place to increase kindergarteners skills
19. Explore pre-kindergarten summer school for at-risk children

20. Increase the numbers of volunteers trained to read to children in kindergarten
21. Work with civic and nonprofit after school providers to infuse literacy into all after school activities
22. Provide additional literacy training to after school teachers
23. Train arts and sports organizations to include literacy as a part of the activities they offer; assist in developing curriculum

RECOMMENDATIONS FOR ADULT LITERACY

1. Develop a coordinated literacy infrastructure to increase the number of adult students who are recruited, retained, and complete their course of study.
2. Priority attention should be given to the following in developing the community literacy plan:
 - a. ESOL and Vocational ESL services
 - b. High needs sections of Utica
 - c. Workplace and vocational literacy programs
 - d. Financial literacy services
 - e. Health literacy services and network
 - f. Computer centers and instruction
 - g. Services for the incarcerated or newly released

RECOMMENDATIONS - OVERARCHING

As actions for increasing access and quality development take place, programs that are ready to build their capacity and increase service levels will probably need the following:

1. Staff development and training
2. Effective evaluation and accountability procedures
3. Volunteer recruitment
4. Classroom expansion
5. Centralized tracking and coordinated evaluation
6. Marketing
7. Establish shared standards
8. Infuse literacy activities into other community programs

INTRODUCTION

Mohawk Valley, Oneida County, and Utica should be one of the most prosperous and successful regions in the United States. Blessed with the charm of a small town and the vibrancy of a large city, Utica has a plentiful supply of affordable housing, a unique mix of cultural and ethnic diversity, as well as a wide variety of recreational opportunities. It is located in an area of great natural beauty, centered within 500 miles of 17 of the largest U.S. markets, numerous world-class metropolitan areas, and most of the nation's top educational institutions.

So what makes the Mohawk Valley different from Silicon Valley? To be sure, a vast number of complex and interrelated factors exist. However, this report focuses on the factor that may be the single most powerful and yet the most often ignored: *literacy*. Communities are made up of individuals, and literacy is the al skill for individual success throughout the lifespan. Low literacy levels pose an enormous challenge for the Utica area.

The 1992 National Adult Literacy Survey estimated that 24% (16,500) of Utica residents and 18% (35,300) of Oneida County residents were at the very lowest level of literacy. People at this level are unable to use a bus schedule effectively, calculate change at a restaurant, complete a job application form, or read the information on a prescription bottle. Fully 47% of the county population (92,714) were in the lowest two levels. When the survey was repeated in 2003 as the National Assessment of Adult Literacy, nationwide results showed minimal improvements and even regression in some areas. No current data is available for the local area.

IMPETUS FOR STUDY

The Community Foundation of Herkimer & Oneida Counties, Inc. has recognized low literacy as a critical issue in the Utica area and is ready to help develop strategies and build solutions for the issue. The Foundation would like to see the community draft an ambitious comprehensive plan to address the problem, and encourages all community stakeholders to unite and work together to increase literacy skill levels. The Foundation commissioned this report to assess current services and their effectiveness and impact on the community.

The Foundation believes that working together is vital. Thus far, literacy providers working separately have been unable to reverse the negative literacy situation, despite many years of trying to address the problem. This current services assessment, conducted by Literacy Powerline, seeks to determine the reasons why past efforts have not met with success and make recommendations to guide the future planning process. Literacy Powerline is a nationwide consulting network that assists communities in assessing local needs, services, and funding. Literacy Powerline supports communities in building the plans and structures to increase literacy, developing strong communitywide collaborations that have measurable positive impact on people's lives and communities.

The scope of the study was to identify the broadest range of literacy services provision. As for the term “literacy,” this report uses the Workforce Investment Act of 1998 definition: “an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.”

This report highlights the good work currently being accomplished by literacy service providers, as well as identifying:

1. needs of service providers
2. gaps in services
3. strategies for improving services

BACKGROUND AND METHODOLOGY

This document is one part of a three part report on literacy in the Greater Utica area. The other two parts are the Needs Assessment and the Funding Analysis. The Community Foundation of Herkimer and Oneida Counties, Inc. commissioned these reports as a part of the literacy initiative beginning to take place in the community.

A Current Services Assessment is a critical tool in understanding existing services. Its purpose is to determine the capacity and effectiveness of the current system, thereby helping the community determine how best to improve services to meet the needs outlined in the Needs Assessment.

This study focuses on: 1) the existing programs that offer literacy services; 2) the needs of the learners, instructors, and administrators in those programs; and 3) the capacity for expansion and growth within the current system.

The following steps were taken to complete the project:

TASK A: IDENTIFY PROVIDERS

The United Way maintains a database of human service organizations, but no entity maintains a literacy provider directory. They added suggestions, as did local community members.

TASK B: DEVELOP PROVIDER SURVEY

The survey questions were developed by the consultants. An internet-based online survey tool was used to administer the survey.

TASK C: DISTRIBUTE SURVEY

Providers received notification by email describing the need for the survey and requesting that they complete the online version. Providers were given a time limit for responses. For sites requesting it, surveys were mailed, faxed, or completed by phone.

TASK D: SITE VISIT SELECTION

The consultants and The Foundation determined site visit locations, and arranged the visits ensuring a wide range of representative program types, geographic areas, and age groups served.

TASK E: CONDUCT LEARNER INTERVIEWS AND SITE OBSERVATIONS

Consultants conducted site visits at pre-school, family literacy, adult education, and English for Speakers of Other Languages (ESOL) locations throughout greater Utica. Consultants observed a wide range of instructional models and conducted interviews with learners, instructors, and program administrators. Interviews were also conducted with people who did not have high school diplomas or GEDs and were not enrolled in literacy programs.

Consultants were not able to visit all service providers, although all known providers were invited to participate in the survey and in the various focus groups.

PROVIDER SURVEY

To understand the range and scale of programs in the community, consultants designed a survey to gather a wide variety of information from a broad sample of service providers. The Foundation sent providers invitation letters explaining the reasons for the survey and requesting participation. The survey was distributed electronically through an internet-based service to fifty providers believed to offer literacy services, and sixteen responded. (Of the 34 who did not complete the survey, some explained that they do not offer literacy services.)

The survey and focus groups included questions regarding:

- Organizational information
- Services
- Staffing
- Volunteers
- Learners
- Funding
- Transportation
- Challenges

A copy of the survey is included in an appendix.

Providers had ten days to respond and reminder phone calls were made at the end of that time. The process of community data collection identified additional providers that had not been part of the initial community literacy dialogue and also some social service providers that included literacy activities in their broader mission. Additional providers were invited to participate in the survey as consultants learned of their services in the community.

STRENGTHS

In the greater Utica area, many of the most effective programs are those providing contextualized curriculum specifically developed to meet critical information and education needs, and in many cases are not even billed as ‘literacy’ programs. The needs assessment identified several programs as good examples of collaboration and best practices, including:

EARLY CHILDHOOD

- Read to Me at St. Luke’s birthing center providing new books for newborns
- Story time programs at Utica Public Library that also brings families into the learning environment of the library

ELEMENTARY SCHOOL

- Utica Volunteer Reading Tutoring Program in elementary schools, including the Rotary supported program at Columbia Elementary.
- Parents as Reading Partners encouraging families to share the joy of reading

SECONDARY SCHOOL

- Young Scholars Program helping students to effectively transition from school to college

AFTER SCHOOL PROGRAMS

- Kernan Elementary School program in collaboration with the United Way

OUT OF SCHOOL YOUTH

- Parenting programs at Catholic Charities that support parent education and presented in context with easily readable materials.
- Workforce Solutions, the Workforce Investment Board programs building employment skills and job training
- Johnson Park Center’s neighborhood based community learning center

ADULT LITERACY

- Financial literacy and home buyer education at NeighborWorks HomeOwnership Center.
- Board of Cooperative Educational Services (BOCES) adult education programs attained a high performance rating on the New York State Report Card
- The Mohawk Valley Refugee Center's numerous partnerships to address issues of workforce training and preparation, literacy and language skills and life skills.

All these programs represent just some of the outstanding work being achieved in the community. Utica has many of the puzzle pieces to solve low literacy but it has yet to bring these programs to scale.

PROGRAM QUALITY AND ACCESS

Issues of program quality and access are shared by various types of programs. Only a small portion of the children, adults, and out-of-school youth in need of services are enrolled in programs. Issues of outreach, marketing, and retention indicate that the needs are greater than the current service capacity. Strategies for staff development, program improvement, marketing, fundraising, and evaluation can all be undertaken with a collaborative approach that is less costly, more effective and has proven successful in many other areas of the country. There is no centralized tracking or coordinated evaluation of the impact of local literacy services currently in place.

Many of Utica's current providers have limited knowledge about funding opportunities. The providers range from those who can complete numerous sophisticated grant application processes to those that rely on only one or two resources to maintain program operations. Some programs do not provide the traditional 'outcomes' required by public funding streams, but they do document success in terms of client achievement and other non-traditional outcomes.

Traditional outcomes typically refer to the completion of a grade equivalent reading level, number of hours in the program (not necessarily linked to any accomplishment), advancement up the Adult Basic Education (ABE) and General Equivalency Diploma (GED) ladder, and advancement toward work. Non-traditional outcomes may have as much, if not more, impact and might include such things as learning to balance a checkbook, understanding a rental agreement, developing strategies to help a child succeed, learning a computer program, or engaging with program participants in literacy activities to improve health or safety in the community.

What are the strengths and weaknesses of Utica providers?

Providers in Utica cover the full range of lifelong learning and a broad scope of diverse program services. There are some creative partnerships that are very successful, on a limited scale. When providers came together to discuss the possibilities of the Literacy Zone Application, a state funding opportunity for a coordinated literacy initiative in Utica, there was a strong spirit of collaboration.

The Resource Center for Independent Living provides a good example of the value of building programmatic and wrap-around service partnerships. Johnson Park Center is building integrated supports for families in Cornhill, for instance, and developing collaboration with nonprofits, state agencies and civic organizations.

As a result of the survey and provider interviews, it was clear many did not have the support needed to build strong inter- program pipelines, and fragmentation led to lack of coordination and few strong pipelines between programs.

The following chart identifies Utica's literacy service providers and the services they provide.

Literacy Landscape in the Greater Utica Area	Computer Literacy	Financial Literacy	Health Literacy	Family Literacy	Parent Education	Citizenship	On-Site Workplace Lit	GED Preparation	Volunteer Tutoring	VESL	ESOL	Basic Math	ABE	LD Tutoring	LD Assessment	Out-of-School Youth	Literacy Testing	Subject Tutoring	Homework Help	Early Childhood
AmeriCU Credit Union		0																		
ARC, Oneida-Lewis Ch. NYSARC																				
BOCES Consortium of Continuing Education																				
Catholic Charities		0	0		0											0				
Cornell Cooperative Extension		0																		
Family Services of the MV					0															
GPO Federal Credit Union		0																		
Hamilton College						0		0												
Head Start/MVCAA	0				0	0														
House of the Good Shepherd																				
Insight House																				
Johnson Park Center							0					0								0
Learning Disabilities Association of the MV												0	0							
Literacy Volunteers												0	0							
Madison-Oneida BOCES	0				0			0				0	0							
Mid-York Child Care Coordinating Council	0																			
Mid-York Library System																				
MV Community College – Corporate & Community Ed.												0	0							
MV Institute for Learning in Retirement																				0
MV Resource Center for Refugees											0	0								

Many providers commented that they were tied by funding restraints and did not have the needed resources to work more closely with intake programs and transitional programs. There was very little follow-up after a student exited from one program and either enrolled in another or dropped out. Some programs do not have full classrooms, while others start the semester with a full complement of students but do not retain them for program completion.

Utica providers suffer from the financial issues of limited cash resources to rent space (though empty buildings are plentiful) and a lack of funds to administer programs. They also suffer from lack of coordination and collaboration to leverage dollars. This would increase capacity at both no cost and low cost. For instance, the Johnson Park Center brought students to a neighborhood computer learning lab funded by the Workforce Investment Board (WIB). This fully utilized WIB resources which had previously been under-utilized.

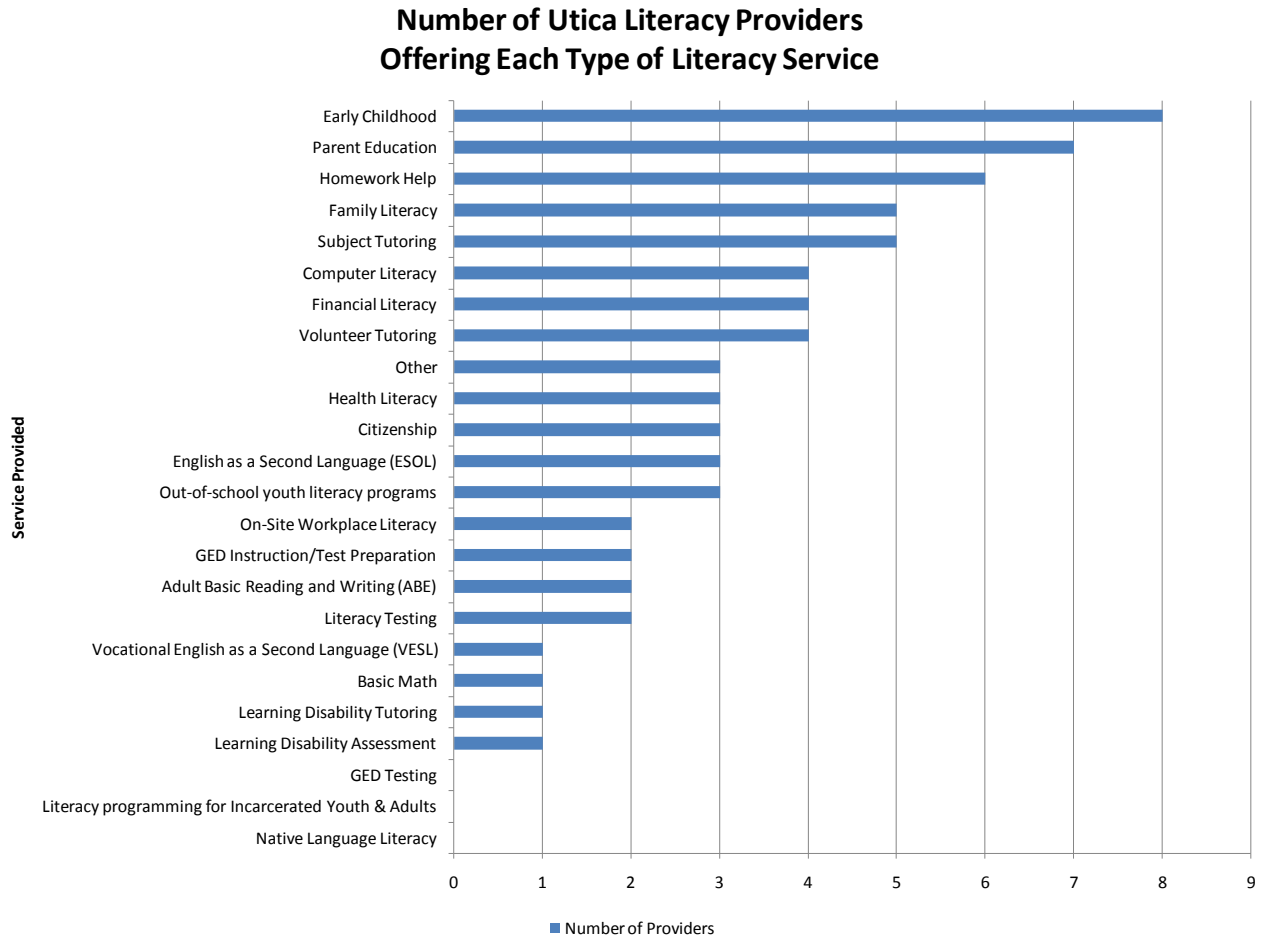
During discussions with providers and as a result of survey data, it was apparent that several programs not currently envisioning themselves as literacy providers realized that they were indeed providing content area programs, perhaps in the arts or sports arena, where literacy could be infused in teaching and training.

For example, the Mohawk Valley Center for the Arts does not offer any programs through their own facility, but does run a youth writers conference yearly called Pen in Hand. Utica Zoo does not have any formal literacy programs, but it does offer numerous educational programs that are literacy-based, not only to stimulate an early interest in animals and nature, but also to promote reading as a way to explore the world through books. Other organizations are planning programs for the future, such as the Root Farm, which is considering development of a *Reading and Riding* program.

The process of assessing current services identified far more providers than was anticipated and also encouraged organizations to look at their educational programs from the point of view of adults and children with limited literacy skills, plain language presentation, and contextualized learning.

ASSESSMENT OF LITERACY SERVICE PROVISION

Survey data made it clear that although there are good service providers in the Utica community, there are also many opportunities for improved quality and expanded programming. This graph provides information captured from the survey results.



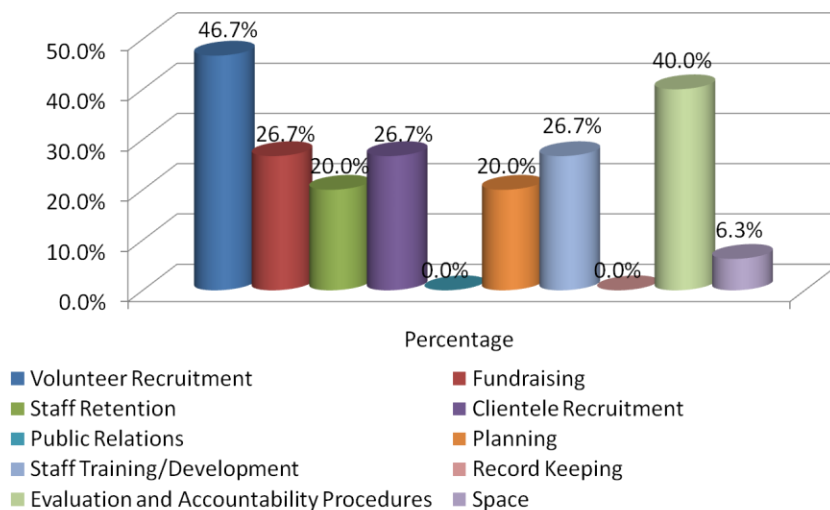
In spite of Utica’s economic challenges, including concerns from employers that they did not have enough high quality applicants for job openings, there were very few workplace and vocational literacy programs available in the community. Many programs that did provide vocational support were part of broader-based services that did not necessarily focus on literacy skills acquisition, and they also had time limits for participants to get jobs. Job training programs that offered pre-employment training and life skills were funded primarily through Workforce Investment Act Title I and offered services only to students reading above the sixth or seventh grade level. Those reading at a lower level and needing job training were not able to access services.

There were also fewer Vocational English as Second Language opportunities than might be expected with the high immigrant and refugee population. However, many of those students were enrolled at BOCES which is the largest of the service providers.

None of the programs responding to the survey offered special services for the incarcerated or newly released inmates, despite the area’s high rates of both. However, some programs like the Job Corps, Johnson Park Center and Rescue Mission do serve ex-offenders.

In another survey question, providers identified the needs with which they would like assistance. Of all the needs faced by literacy providers, volunteer recruitment was the most critical area they would like to see expanded.

Agency Areas of Greatest Need



VOLUNTEERS AND MENTORS

In site visits, program directors expressed interest in being able to recruit new volunteers, especially if they were trained to maximize value to programs. In other interviews, however, such as with the Literacy Volunteers of America (LVA) Mid York adult literacy program, concerns were expressed about the ability to *retain* existing volunteers. LVA Mid York volunteers work with about an even split of ESL and basic literacy students, with most of the basic literacy students being learning-disabled people whose needs had not been met by more traditional systems. The volunteers were provided with only 3 hours of special training to work with the special challenges of learning-disabled students. As a result, LVA found that it was very hard to retain volunteers. Many left within a few months, and the process had to start over again. However, Rotarians, who watched Utica school children thrive with attention and time, seemed to stay dedicated to their literacy volunteer commitments.

EVALUATION AND ACCOUNTABILITY

The second greatest need, according to the provider survey, was for more effective evaluation and accountability procedures to ensure learner success at every level. Instructors need to know that they are using the most effective practices and curriculum materials to support student gains. They also need to be able to assess progress in order to make course corrections and adjustments to maximize learning experiences.

No centralized tracking or coordinated evaluation of the impact of local literacy services is in place.

MEASURING PROGRESS

Assessment procedures varied according to program type. In Madison County, Mid York Child Care Coordinating Council has employed successful tools in their early childhood programs. In these classroom-based programs, Pre-Kindergarten assessments were used, including the Peabody Picture Vocabulary Test (PPVT-III) which assesses language, expressive communication, and auditory processing and comprehension, as well as the Early Language and Literacy Classroom Observation (ELLCO) which helps literacy programs assess the quality of both the classroom environment and teachers' practices. With ELLCO, educators gather the essential data needed for professional development and program improvement that lead to better literacy outcomes for young children. This same program has not yet been introduced in Oneida County. Other programs have developed their own in-house tools customized to program and learner needs.

For elementary children's programs, Brigance testing was the most commonly used because it also complies with federal legislation such as the IDEA Amendments of 1997 and No Child Left Behind (NCLB), which require that students, including students with the most severe disabilities, must participate in state and district assessments. NCLB also requires that all students in Grades 3-8 be tested in the areas of reading/language, arts, and math. The criterion-referenced focus of the Brigance Inventories can be linked to the NYS Learning Standards and Alternate Grade Level Indicators (AGLI), the District Individual Educational Plans and the District E-Report Card. The criterion-referenced framework can be used by staff to drive instruction and also to help identify appropriate New York State Alternate Assessment (NYSAA) Standards and AGLI.

Other assessments being used included Adult Child Interactive Reading Inventory (ACIRI), Parenting Education Profile (PEP) and the Pre-School Language Scale PLS. Providers also report that in pre-post testing for school-age children, school report cards are used if the program partners with the school district.

In the adult programs, the Test of Adult Basic Education (TABE) was used for basic skills and GED students. The BEST Plus was used most often for ESL students. More than half the survey respondents did not pre-test students. Adult learners were also given satisfaction surveys, although one focus group member commented, "They were sometimes not administered very effectively." Programs not using the TABE reported a variety of tools, including simulations of

real life tasks such as asking students fill out an application, which is read by staff to roughly determine writing skills level. Other assessments include the Slosson Diagnostic Screening Test standardized reading assessment, computerized vocabulary assessments such as WordSmart, reading level assessments such as Harcourt-Steck-Vaughn EDL's Reading Skills Inventory, tests of ability to use computer programs such as Microsoft Office, and math assessments such as the DST Math diagnostic screening test and the Steck-Vaughn ACCESS 21st Century and GED 21st Century software. One program reports that it continuously tests and observes for improvement, with regular quizzes and handouts which are graded and filed. Another program reported that it breaks each curriculum down into small achievable pieces and places a progress chart in each student's personal folder so students can track their success.

ELLCO is a unique assessment that provides a Literacy Environment checklist, which reveals a picture of what literacy materials are available in each classroom. Pre-school instructors in Onondaga and Madison counties have found the list very valuable, yet unfortunately there is no comparable checklist being used in the adult literacy programs. Information from the Literacy Environment checklist is used by those project directors to inform decisions about the purchase and allocation of new materials. For example, classrooms with fewer books were given more of newly purchased books.

Because each program uses different assessment tools and measures progress in different ways, it is very difficult to determine the degree to which each program is succeeding. In addition, most of the wide range of assessment tools are not compatible with each other, a third of the survey participants did not use any tracking system, and an additional two programs reported maintaining only paper files. The school system uses the required NYS reporting process, although there is also an independent Pre-K database for early childhood data. The adult education system uses ASISTS which has not been able to report effectively since an upgraded version was installed earlier in the year. Some smaller programs use such tools as Microsoft Access and Excel, while programs that are state or national affiliates provide data to their head offices where it is entered into a larger system.

RECRUITMENT

Especially in the area of adult and out-of-school services, learner recruitment was of concern to providers. Due to limited marketing, an entrenched literacy stigma, poor prior classroom experiences, and the many claims on individuals' time, many adults who might benefit from literacy programs do not consider enrolling in a literacy program to be a high priority. New ideas about recruitment and service delivery are needed to make programs more accessible and perhaps more "virtual," so that students might study in carefully supported programs at home, at work, or at computer/technology centers.

PROFESSIONAL DEVELOPMENT

Staff development and training was also identified as a key need. Many providers, especially the early childhood providers and after school providers, would benefit from more training opportunities. Schools, colleges, and BOCES provide some needed training, but many programs

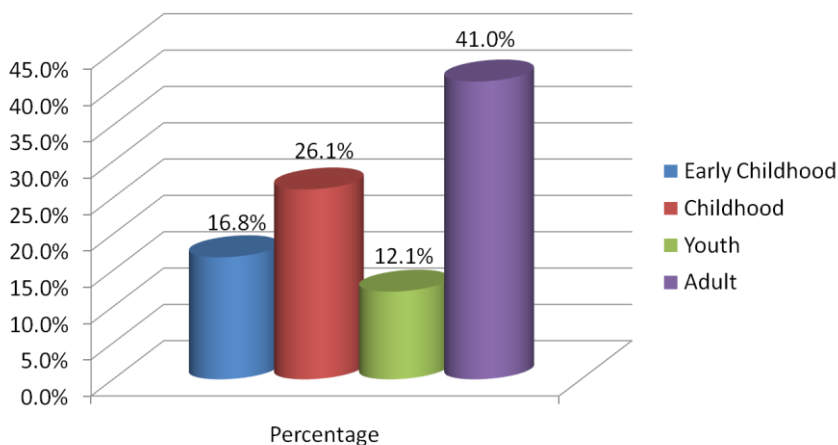
did not qualify for those courses. Some trainers would like to see more customizations and input from providers as training courses are developed.

Staff qualification and expertise was an issue raised in several focus group discussions. In the survey, programs were asked about teacher certification. In the large state and federally funded programs, including Utica City School District and BOCES, more than 95% of staff were teacher certified. In the smaller programs, however, fewer than 50% were certified. This is partly due to the fact that there is no mandate for certification in early childhood programs, and also because in the emerging fields of health, workplace, financial and computer literacy, staff may come with other credentials. In some programs, as many as 75% of staff were working toward a certification. This is an area to explore further, because additional training, cross-training, and potential accreditation might be of value.

CAPACITY DEVELOPMENT

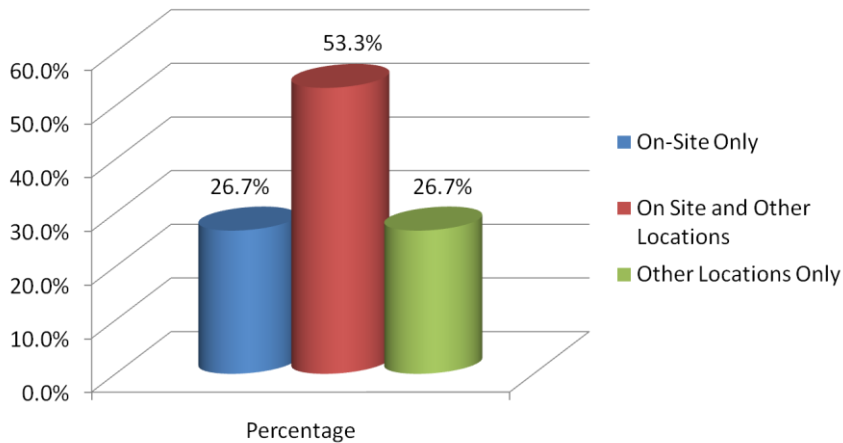
The literacy providers in the survey served a broad range of ages with the largest number serving adults in many different programs types including adult education, GED, ESL, parenting, workforce, health, computer and financial literacy.

Agency Service by Age Group



Services were offered in nonprofit facilities, multi service centers, libraries, schools, colleges, and church-based or other religious centers. Many providers noted that they had the space to serve more students but their limited resources did not allow for expansion. Others had space to serve more, but recruitment and outreach were additional costs not covered by their funding streams. Many providers did not have literacy as the prime mission.

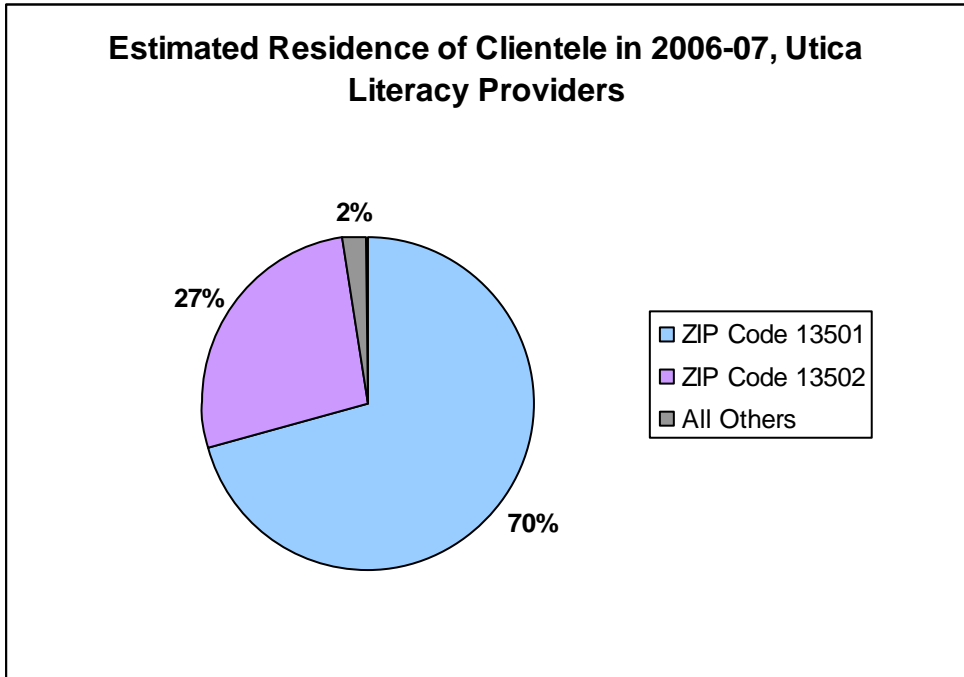
Location of Literacy Services



More than fifty percent of providers surveyed not only offered services at their home location but also provided satellite services in other locations. They expressed willingness and interest to scale up service if resources were available.

An expansion of services, though, must be predicated upon the quality and effectiveness of current services and the ability to maintain quality as a best practice if brought to scale. There was discussion about ensuring programs met standards when standards were determined by age group.

One way to build capacity is to identify specific areas of need and focus efforts on those areas. There is little service provision in the county apart from services in the urban areas of Utica and Rome. In Utica programs, participants come primarily from the two Utica zip codes with relatively few coming into town from surrounding areas to take advantage of programs.



There are however several census tracts that can be identified where increased and improved services will benefit the community.

For families needing ESOL support the following census tracts might be a place to focus attention – 208.02, 208.03 , 213.01 ad 213.02.

For families where most adults do not have a high school diploma these tracts might be a good place to start – 228, 229, 238 and 210.

For seniors who are living in poverty and have lower levels of literacy skills these tracts are important – 201, 203, 208, 210, 212, 213 and 215.

TRANSPORTATION

Transportation was often noted by providers as a barrier to program recruitment. In response to the questions about the availability of public transportation, providers identified the issue as not the availability of transportation, as most current students lived less than a mile for the program they attended, but the inconvenience and costs to add another scheduling activity into already busy lives. Fewer than 10% of current students used public transportation to get to class. However for potential students, especially for those from the more rural areas of the county, transportation is a far greater issue.

ADULT LITERACY PROGRAM RETENTION

The lack of information related to retention in programs was very apparent. Many staff mentioned that they did not track retention. The state and federal adult education program tracks through a formula which enables programs not to count learners until they had attended 12 hours; thus, those learners that dropped out in the initial weeks of the program did not need to be included in retention data. State adult education leaders also explained that retention data was not required on the NYS Adult Education Report Card.

Providing an effective data system for tracking for all providers will be valuable to compare results and identify areas needing intervention. Perhaps this will come with the improved ASISTS system.

Providers mentioned family and work pressure as the main reasons for student non-completion. Some learners mentioned a lack of personalized instruction and individual attention. A few learners who dropped out for these reasons enrolled in another program where they felt more comfortable and able to succeed. At the national level only fifty percent of those enrolled in adult literacy programs are retained after the initial three weeks. Retention will be a critical area to consider in a planning process.

PROVIDER ISSUES AND CONCERNS

Providers reported that it is challenging working with clients with limited literacy skills. High dropout rates impact program success. These clients have few tools to navigate the complexity of the social service and workforce development systems. When clients come to a program, there is a time factor related to getting a job. Clients need income and therefore are reluctant to enroll in a lengthy training program designed to increase literacy skills when they may not have the flexibility to attend due to work conflicts.

There are few literacy counselors and those that exist have limited time to work with clients and wish they were able to do more to help. Additionally, clients have high expectations of staff and the role they will play in finding work for them. Clients are frustrated if the process is slow and unproductive.

Other issues mentioned by providers included:

1. no screening process for learning disabilities
2. lack of resources to help clients advance
3. cutback of Welfare to Work and Temporary Assistance for Needy Families programs
4. need for ongoing assessment and feedback
5. improved tracking and learner follow up over time

In some sites, especially smaller community-based organizations, the consultants noted that some of the learners had dropped out of the larger programs in favor of the more individual approach and personalized attention provided by the smaller programs.

Teachers in larger programs consistently mentioned the need for greater classroom support and additional resources. For example, in order to help learners succeed, some teachers reported that they volunteered their services before and after class with one-on-one tutoring for learners needing extra help. Teachers expressed frustration that they had so many learners at so many different levels in the same classroom. Teachers also expressed a desire for more computers and additional funding.

Despite all the odds, the current service assessment in Utica has revealed a great deal of data which shows literacy providers are having real impact in individuals' lives. Though they have limited means, providers offer a variety of educational services to the benefit of the community. When a learner has been retained and completes the program, providers have numerous success stories to share. Adult learners also compliment their instructors and value the services provided to them.

The primary issue is a lack of cohesive collaborative structure and challenges of insufficient services to meet needs. Although there are empty spaces in some locations, they are not necessarily in the neighborhoods of greatest need. Providers represent a wide variety of programs, locations, levels of service, and learner profiles. No one provider can serve everyone. Also, since providers are generally funded through a variety of funding streams, residents are not always eligible for services at the literacy site closest to them and may need to travel to another site. Family literacy funding is extremely limited. Without further partnering or collaboration within this service delivery network, Utica residents will continue to find access to the right services challenging.

Most providers indicated a need to bring more learners and volunteers to their sites. Sites are unable to fill their classes. Those students who do come are hard to retain; many leave within the first few weeks, and providers do not have the time or resources to follow up.

Utica's literacy community faces a variety of other challenges. They have limited access to staff development opportunities and curriculum materials. At-risk youth face significant challenges in accessing out-of-school services.

Utica has little or no structure in place for workforce, computer, health, or financial literacy. The partnerships that do exist are not well developed. No one organization links all providers together, and there is no single group of accountability measures to ensure consistent, high-quality, effective literacy training – or to determine if Utica's literacy providers are having cumulative impact in the community.

RECOMMENDATIONS

RECOMMENDATIONS FOR CHILDREN'S LITERACY

The following recommendations emerged from community members engaged in the process. There are examples and suggestions of activities that can enhance literacy acquisition, but changes must come from in-depth community dialogue and planning. This ensures that the fragmented nature of the system is not perpetuated, and resources are leveraged effectively.

Children's literacy is impacted by the reading level of parents and caregivers therefore:

1. Increase the number of family literacy programs available
2. Increase childcare programs in adult literacy locations
3. Train childcare providers to help parents support children's learning
4. Continue to expand Utica Public Library's early childhood and after school programming

Early childhood programs do not all offer emerging literacy activities therefore:

1. Build literacy learning environments with lots of pre-reading support materials
2. Increase numbers of volunteers to read to children
3. Expand the Mid-York Child Care Coordinating Council's Early Literacy Program into Oneida County

All pre-schoolers are not well prepared for kindergarten success therefore:

1. Create a system for universal pre-kindergarten
2. Create kindergarten visits for staff and children to make smooth transitions and maximize literacy skills with teacher understanding of needs and expectations
3. Provide opportunities for early childhood program teachers, parents and kindergarten teachers to meet and plan children's transition into kindergarten
4. Train pre-kindergarten teachers in state standards and provide support to help them meet those standards

There is a lack of training in home-based and group childcare programs therefore:

1. Identify and provide support to home-based providers
2. Create an incentive system for caregivers in this network
3. Develop creative timing and scheduling opportunities for training
4. Develop a materials and resource partnership with the library for rotating collections

Poverty and single parent homes impact the low literacy levels of children therefore:

1. Increase the capacity of programs that offer home visits
2. Train home visit specialists in supporting pre-reading skills
3. Get books into the hands of children in these families

Schools are challenged when children enter kindergarten not ready to learn therefore:

1. Support the school districts plans that are in place to increase kindergarteners skills
2. Explore pre-kindergarten summer school for at-risk children
3. Increase the numbers of volunteers trained to read to children in kindergarten

After school programming does not always include literacy and homework assistance activities therefore:

1. Work with civic and nonprofit after school providers to infuse literacy into all after school activities
2. Provide additional literacy training to after school teachers
3. Train arts and sports organizations to include literacy as a part of the activities they offer; assist in developing curriculum

It is far better to intervene early rather than to wait for the child to drop out of school.

1. Introduce financial, health, computer and workforce literacy early with skill building throughout the lifespan.
2. Create solutions and invest in them early to break the cycle of intergenerational low literacy.

RECOMMENDATIONS FOR ADULT LITERACY

Develop a coordinated literacy infrastructure to increase the number of adult students who are recruited, retained, and complete their course of study.

Priority attention should be given to the following in developing the community literacy plan:

1. **ESOL and Vocational English for Speakers of Other Languages (VESOL) services** - About 12% of Utica's working age population (18-64) speaks English less than "very well." For families needing ESOL support, the following census tracts might be a place to focus attention – 288.03, 208.02, 213.02 and 213.01.
2. **High needs sections of Utica** - For families where most adults do not have a high school diploma, these tracts might be a good place to start – 229, 238, 228 and 210. For seniors who are living in poverty and have lower levels of literacy skills, these tracts are important – 201, 210, 203, 215, 212, 213 and 208.
3. **Workplace and vocational literacy programs** - In spite of Utica's economic challenges, including concerns from employers that they did not have enough high quality applicants for job openings, there were very few programs available in the community.
4. **Financial literacy services** – The community has some good financial literacy services, however starting at school age and going through to services for seniors, programs need to be expanded.
5. **Health literacy services and network** - Support the community's task force embracing health literacy issues and support the training of providers and consumers.
6. **Computer centers and instruction** - Increase access and availability of programs.
7. **Services for the incarcerated or newly released** - Due to the area's high rate of people in the criminal justice system, increase level of services.

RECOMMENDATIONS - OVERARCHING

As actions for increasing access and quality development take place, programs that are ready to build their capacity and increase service levels might need the following:

1. **Staff development and training** - This was identified as a key need by the providers. Many providers, especially the early childhood providers and after school providers, would benefit from more training opportunities. Providers also identified the need for training in targeted curricula and best practices for workplace, health, financial, family, and computer literacy.
2. **Effective evaluation and accountability procedures** - Instructors need to know that they are using the most effective practices and curriculum materials to support student gains. They also need to be able to assess progress in order to make course corrections and adjustments to maximize learning experiences.
3. **Volunteer recruitment** – Despite the good work of the Volunteer Center, this was the most critical area providers noted they would like to see expanded.
4. **Classroom expansion** - Many provider sites have empty classrooms and could expand their services if they had additional staff and funding.
5. **Centralized tracking and coordinated evaluation** - Centralized tracking is necessary to measure the impact of literacy services.
6. **Marketing** - With no coordinated marketing and media campaign, the low literacy crisis silently eats away at the underpinnings of the city. Efforts will only be successful with a coordinated campaign to address awareness. This is a strategy that touches learners, volunteers, donors, and the community's perception.
7. **Establish quality standards** - To build a culture of learning and a community that values education, aligning programmatic quality standards across the lifespan is essential.
8. **Infuse literacy activities into other community programs** - There are several programs that are adopting infusion models including the Utica Zoo and some arts programs, as well as vocational programs and computer literacy classes, which broaden the reach and impact at little or no cost.

CONCLUSION

The report summarizes the information gathered and represents the collective opinions of participating community members.

Literacy service providers in Utica include early childhood programs, community-based organizations, faith-based programs, library programs, state adult education programs, correctional institutions, schools, pre-schools, family literacy programs, and more. The survey results showed the great potential to achieve, although at this point, the components of this network are not generally collaborative, do not use the same accountability measures, and are not identified in any one database.

To improve literacy services in Utica, there is an urgent need for literacy programs to understand what each brings to the table and work together to build the capacity of the system to serve the many low literate people in the county. A collaborative approach will lead to improved access to current services and fewer gaps in those services.

Current literacy services are not sufficient to meet either current or future community needs. Providers at all levels lack the professional development, staff and material resources, learner and volunteer recruitment mechanisms, and funding needed to scale up service provision.

Current literacy services do not ensure all children enter kindergarten with pre-reading skills, all school children successfully graduate, and all out-of-school youth and adults attain skills to succeed as workers, citizens, and family members. The community would benefit from uniform quality standards with which to measure the efficacy of the programs.

The business community is invested in the need to build a strong workforce, but they are not engaged in a process for a high level, targeted change structure. Chamber and workforce board activities are focused on projects rather than pipelines, and activities are fragmented and not coordinated. Higher education is busy remediating those unprepared for college courses and trying to address the educational needs of a growing high-technology industry base.

However, there are examples of good replicable models, successful partnerships, and innovative strategies at all levels of service and across all age groups. Additionally there are best practices developing in other coalitions and successful inter-agency pipeline designs that can be infused in the greater Utica area.

Above all, it is clear that there is a community will to make change and a belief that with collaboration and coordination the community can mobilize to meet the need. In interviews and focus groups, the political will to support a literacy campaign was apparent. Whether in early childhood, the school systems, or in adult education, literacy providers are seeking solutions that combine high expectations with measureable outcomes that are not currently in place.

With a united effort, improved service, and a strong marketing campaign, a culture of literacy can be built in Utica that can embrace the vision of 100% literacy through 100% community engagement.

APPENDICES

1. CATEGORIES OF SERVICE PROVISION

EARLY CHILDHOOD AND FAMILY LITERACY PROGRAMS

These programs help preschool children gain pre-reading skills needed to succeed in school and support families learning together. Many include parenting and adult education, as well. Utica has an array of programs for very young children ranging from Head Start programs in partnership with the school system to home-based day care programs. These are a mix of nonprofit and for profit childcare programs serving children from a few months in age up to kindergarten. Many are excellent programs, although many others do not meet state standards and do not include pre-reading and emergent literacy in their programming. Reasons for this include the fact that there is no mandatory requirement to do so, as well as the fact that many staff members are not required to have more than a GED and lack the background and training needed for quality instruction.

It is difficult to determine the percentage of children benefiting from early childhood programs, although teachers report that many children entering kindergarten are not kindergarten-ready. They lack the basic counting, sorting, number and letter identification, or oral vocabulary needed to keep up with better prepared peers. The Mid-York Child Care Coordinating Council has not implemented its successful Early Literacy Project in Oneida County. Currently, the Early Literacy Project, in partnership with Child Care Solutions, operates in Madison and Onondaga counties. This project works by:

Assessing a child care program's current literacy programming through an early language and literacy assessment tool

Training child care professionals through a nine-part early literacy professional development series

Providing on-site technical assistance as related to early literacy programming (as needed)

Training one staff member as a literacy coach.

This is a key potential initiative in improving literacy and lifelong learning for the future in the community.

Providers commented that parent education, knowledge and confidence, especially for low income and low literacy families, can be enhanced through a coordinated child care system. Day care providers need to understand what literacy is and learn about brain development, how to construct a curriculum, and the vital importance of the work they do. At this point, however, many lack the professional development opportunities to do this. Parents and day care providers

often do not understand stages of child development, do not know how to handle certain behaviors, and may even attach inappropriate labels to the child. Parents need assessment tools that they can use and some training in understanding what children need to know to be ready for kindergarten.

There was a strong belief that, “Child care providers should be professionalized – teach them communications skill and how to understand and measure quality standards”. Even the concept of “humanizing the social service system” was raised. People want to see more quality and equality in service provision and less bureaucracy to help people build their belief in the possibilities of success. Introducing programs like Bridges Out of Poverty help change the way service providers relate to the families being supported.

Another issue related to quality was staff turnover in early childhood centers. Creative solutions might include wages for teachers balanced with fees for service and stipends for teachers as they increased their levels of certification.

An early literacy coordinator for the Utica Public Library was hired this year with the proceeds from the Mayor’s First Annual Charity Ball. This kind of community recognition for the issue and creative leadership support is exciting to see.

Early childhood education has a huge impact throughout the lifespan. As one provider said, “I want the education and resources to provide the best start in early literacy for our children’s *lifelong learning*.”

K-12 EDUCATION AND AFTER SCHOOL SYSTEMS

Schools in Utica struggle to improve literacy levels and are constantly working to increase resources and develop strategies for improvement. Many schools are located in census tracts with high poverty and low literacy levels. Census tracts 207 and 215, where there are also the highest numbers of single parent families, might need special support from literacy service providers. Some schools especially impacted are Kernan ES, Donovan MS, King ES, Williams ES, Hughes ES, Jones ES, Columbus ES and Albany ES. The district is providing programs to help parents learn skills to support their children, as well as encouraging volunteer reading partners to work with students in school. Unfortunately, the demand for volunteers is far greater than the supply.

After school programming in Utica is effective in certain parts of the school system and in some neighborhoods. There is a need to increase the level of services and to support the various nonprofits and civic organizations offering a wide range of activities. Providers report that safety and transportation are issues needing greater attention.

Without an organized literacy focus, many after school activities do not have any literacy content. Those that are designed to provide homework assistance, tutoring, and mentoring do not always coordinate with schools to support students in areas of weakness. The Cornell Cooperative Extension, Big Brothers/Big Sisters, and 4-H offer valuable programming that provide homework assistance with some additional tutoring and mentoring activities, but many

staff and volunteers are not trained to incorporate literacy into the broad span of activities offered. Tutors and other program staff offer homework support but do not always have an understanding of learning gaps and literacy levels for the children they are helping.

The Utica Library has been a long time provider of after school programs. There is no stigma about attending library programs, as there may be with other literacy classes, and staff can provide assistance to families as well by filling out forms, helping people get started on the computer, etc. Measuring the quality of after school programs has traditionally been challenging, and it is difficult to determine what positive difference is made after interventions are added to programs. Working to address after school quality and increased coordination will help to improve the system.

OUT-OF-SCHOOL AND HIGH SCHOOL RECOVERY PROGRAMS

These programs serve youth ages 16 – 21 and are designed to help them receive their GED or high school diploma. Such programs are often supported by volunteers and mentors. In Utica, they include an alternative school within Utica City School District, as well as a number of nonprofit organizations. However, although the Workforce Investment Board provides youth services through specially designated Workforce Investment Act funding, there are few opportunities for out-of-school youth to connect with other education and training programs. Overall, resources to serve this high risk population are declining.

This is an area of challenge and there are few local programs to meet the needs of older youth. For most youth dropping out of high school, there is no formal opportunity to transition to an alternative program. Some students transfer into the alternative high school operated by the Utica City School District but many more find themselves on the streets or in low paying and often part-time jobs. There is a need to increase services and seek creative solutions to track and support these youth and create a positive way to leave one learning situation for another more relevant to their needs.

Services for older youth who have dropped out of a traditional education setting are primarily funded by the Workforce Investment Act, Title I. These programs are targeted at building skills, remediating academic gaps, and preparing youth for the workplace. Other programs such as House of the Good Shepherd, Rescue Mission, YMCA and YWCA, and the Salvation Army focus on youth in crisis whose social and health issues may be more pressing and take priority over vocational and academic support. Job Corps regularly recruits for its residential training programs based in Syracuse, and Johnson Park Center outreach programs provide mentorship, education, recreational activities, and anti-violence campaigns in the Cornhill section of Utica. Johnson Park Center is an inspiring place doing innovative work with youth who are most at risk in Utica.

The Workforce Investment Board's Working Solutions programs offer combined education and training to eligible youth in partnership with a number of service providers including the Resource Center for Independent Living and the Mohawk Valley Community College. With several federal and state funding streams, eligibility requires the youth to present information

about parental income and have a parent permission signature on an application form. These requirements create hurdles for this population, and they do not always make it through the eligibility screening process.

The work of Catholic Charities and the Family Nurturing Center provides support for families and parenting, especially for young single mothers in their teens and early twenties. Parenting programs are presented at appropriate literacy levels and are open to community and well attended. Such programs that are not identified as literacy programs may have more appeal, because they are contextualized to the skills an individual needs rather than general literacy acquisition.

ADULT BASIC EDUCATION/GED PREPARATION

These services help adults improve basic reading, writing, and math skills and/or gain a high school diploma or GED. Most adult education service provision comes through the Board of Cooperative Educational Services (BOCES) with federal Workforce Investment Act funding supplemented by a state match. This system provides adult basic education, General Education Diploma (GED) courses, and English for Speakers of Other Languages (ESOL) classes for students age 18 and up, who can attend classes on average six hours a week. Additionally, some programs are supported with Temporary Aid to Needy Families (TANF) funds and encourage a much higher intensity level of 20 hours a week. Professional development is provided to all BOCES staff through the Regional Adult Education Network (RAEN). There was no local research to demonstrate that higher levels of program intensity increased success, but the research from the National Center for the Study of Adult Literacy and Learning indicates that intensity and persistence equal greater success.

In addition to BOCES, a few other programs are available to help adults build their basic skills. One small volunteer based tutoring program exists in the community; LVA Mid York has limited success, primarily in its Oneida location, serving students with the lowest literacy levels who may not be ready or able to take part in more formal classroom activities.

Typically adult literacy programs are not contextualized to learner interest and needs but to the long term goal of attaining a GED. In many of the discussions in the community, there was a high interest in health, financial, computer, family and workforce literacy to build needed literacy skills concurrently with essential knowledge. There are few of these programs available although there has been an increase in financial literacy services as a result of a better understanding of predatory lending and the mortgage crisis.

ADULT ENGLISH AS A SECOND LANGUAGE PROGRAMS

These programs are designed to develop the language and literacy skills of adults whose primary language is not English. A few Vocational ESOL (VESOL) classes are also available, specifically designed to help adults acquire workplace literacy skills, gain employment, and advance in the workforce. These services are provided through BOCES and LVA Mid York. With a large immigrant and refugee population, these are vital programs for the local community

and are a critical transition to help people succeed in their new community. The intensive support services offered by the Refugee Center only last for a time limited period and there is no ongoing support to help retain new English speakers for the length of time it takes to gain complete proficiency. An exploration of an innovative and improved process to encourage ESOL students to persist over time after they have accessed employment would be beneficial to both the individual and their employer.

VOCATIONAL TRAINING PROGRAMS

These programs involve pre-employment training in soft skills for work success or specific training for targeted careers. There are very few programs offering vocational training at a very low literacy level and almost no programs offering vocational counseling to people with very limited skills outside the school system. Many high school students are enrolled in vocation education, but often this is not in-depth career exploration or pre-employment and soft skills training. Credential and certificate programs leading to basic qualifications in vocational skills are offered by a number of providers in the area, including Mohawk Valley Community College. Many of these courses enroll students without a GED or high school diploma, although many require at least an eighth grade reading level. These are workforce literacy programs where content is contextualized to learners' workforce goals and curriculum materials are written at a low literacy level. Such transitional programs between school and work provide a first step on the career ladder and have fewer stigmas than attending a 'literacy' program. There is some level of pride to announce one is studying in a computer training or pre-nursing program at the community college.

Another valuable transitional program can be found in the apprenticeship system. These programs provide on-the-job training and other related instruction leading to journeyman status in a skilled trade or craft. They are offered to job seekers with a GED who may need additional remedial training to reach the required level. Classes are coordinated through the Workforce Investment Board and are often in partnership with local organized labor. Funding for such programs has declined but demand for the job sectors where an apprenticeship is a step to a skill certification is high.

Many programs define workforce literacy as pre-employment training and offer occasional lessons in resume writing, team building, how to succeed on the job, and other soft-skills training. The intensity of such instruction is very limited. In Utica, the Workforce Investment Board funds a One-Stop Shop to provide workforce development services to those in need. Workforce literacy clients often have concerns that prevent them from fully benefiting from programs, including the need for childcare and transportation. Many clients' low self esteem and fear of failure also prevents them from taking advantage of the programs. Additionally, when clients are referred to programs, they often report seeing no relationship between the program content and the job they were hoping to find. The training did not seem immediately relevant to their employment needs. Very few local employers are offering on-site workforce literacy and skill building programs.

HIGHER EDUCATION

Higher education, especially community colleges, has been impacted by the lower skills of “school leavers.” They have taken on the role of remedial educators to bridge the gap between high school and college. Mohawk Valley Community College provides remedial classes for students whose literacy and numeracy levels are too low to succeed in college level classes. The college is an important literacy provider, but many youth who have dropped out do not see “college” as their next step. Building the role of the community college as a vital pathway to career success, especially in basic training for potentially high wage careers, is a challenge that is equal to persuading adults and youth with very limited skills that college is a solution! For many potential enrollees, intensive remediation is the solution, but there needs to be innovative and funded resources to accomplish this vision that require substantial system change.

PRISON, PAROLE, PROBATION AND REENTRY PROGRAMS

These program services assist those in the correctional system in gaining employment. Despite the serious lack of skills reported in the needs assessment for re-entering offenders, there are very few programs that provide literacy assistance for this population. As a gap area that, when addressed, could have enormous implications to the community at large, this issue is one that must take a high priority in future planning.

COMMUNITY-BASED SERVICE PROVISION

Compared to other communities of similar size, there are very few community-based literacy providers in Utica. Nonprofit childcare providers make up the greatest percentage of these services. At the other end of the spectrum, there is only one adult literacy nonprofit provider, LVA Mid York. Several community based organizations do include literacy in the broader service delivery they provide, such as the Resource Center for Independent Living. There is a trend toward programmatic literacy infusion and away from direct single service literacy provision.

SERVICE PROVISION BY RELIGIOUS COMMUNITIES

Although local religious leaders felt that faith-based service provision was very limited in Utica, some examples of model programs include Rescue Mission, Johnson Park Center, and House of the Good Shepherd. Religious communities are doing important social justice work with literacy skill development as a component part. Scaling up the work in the faith-based community would provide many more learners with opportunities for success. Churches, synagogues, and mosques may have underutilized space, and most have social justice missions that could make literacy initiatives a very valid community activity.

2. PROVIDER DESCRIPTIONS

Providers are included in this list if they currently offer direct literacy related services or provide literacy infused curriculum in a contextualized format to those who are likely to have limited skills.

AMERICU CREDIT UNION (AMERICU.ORG)

In Upstate New York communities, AmeriCU supports local organizations that include literacy activities such as the House of the Good Shepherd, Habitat for Humanity, and Catholic Charities Adopt-a-Family. As a credit union, it also provides financial literacy services to many in the community who have low literacy levels and for whom materials must be presented with a low readability level and in plain language.

THE ARC, ONEIDA-LEWIS CHAPTER NYSARC (THEARCOLC.ORG)

The Arc enables persons with disabilities and their families to achieve their potential through self-determined goals in partnership with the agency, and provides leadership in the community to develop the necessary human and financial resources to fulfill this mission. The Arc offers children's services, community and family services, day services, employment services, residential services and vocational services. Specific services include vocational rehabilitation training, vocational training, and paid work experience. The staff is able to provide the necessary medical and behavioral support, a school-to-work program, job coaches, and a hard-to-place program providing integrated employment opportunities to individuals with autism. Clients often need additional literacy, and academic support, but it is customized to individual learners' needs and provided in the context of the specific program in which the participant is enrolled.

BIG BROTHERS BIG SISTERS

This program is based in Hamilton College and provides support for boys and girls in a broad range of activities. Big Brothers Big Sisters matches children ages 6 through 18 with mentors in professionally supported one-to-one relationships. Volunteer programs in communities **give the chance to** meet for an hour a week or more. Bigs and Littles meet in their community to share activities that build children's confidence and self-esteem. Volunteers are not merely tutors, they are also friends.

CATHOLIC CHARITIES OF ONEIDA-MADISON COUNTIES

Catholic Charities offers services to children, including St. Martin de Porres Youth Center, and Camp Nazareth. These include reading times, homework assistance, and other activities that may incorporate literacy skills. Services for pregnant and parenting youth include Individual Casework, Pregnancy Counseling, Young Parent Services, Crisis Pregnancy Support and Abstinence/Self-Esteem Program. Programs for families and individuals include parenting and family support. Because many of the clients have limited literacy skills, curriculum materials are written at a basic level and parenting classes especially provide contextualized learning activities. Parenting programs are open to community and well attended. Most have low income and low education levels.

CORNELL UNIVERSITY COOPERATIVE EXTENSION ONEIDA COUNTY (CCE.CORNELL.EDU/ONEIDA)

Cornell University Cooperative Extension strengthens families by providing quality child care and service related to the education and well-being of children, as well as education empowering individuals and families on the issue of financial management. The 4-H club programs develop assets in youth and teach practical life skills. They include programs through schools and other agencies, training programs for volunteers in subject-matter areas and in leading youth, as well as programs to develop interest in and skills for conducting community projects. The financial literacy workshops offered by CCE are designed to help families in Oneida County become economically self-sufficient and manage their financial resources. These are free hands-on workshops that introduce a variety of financial concepts. All workshops are customized to target audiences.

ST. ELIZABETH'S FAMILY MEDICINE CENTER

The Healthy Road to Reading Program is offered by the Family Medicine Center to distribute free age-appropriate books to children served by the Center. The goal is to encourage reading and promote a love for learning to children and their caregivers. The Center serves over 800 children from 6 months to 6 years old and is the largest Medicaid provider in Oneida County.

FAMILY SERVICES OF THE MOHAWK VALLEY, INC.

Individual, family, couples, and group counseling is provided to children, teens, and adults who are experiencing difficulties coping with life's stressors. These challenges include family, social, educational, and occupational experiences. There is a specialized focus on family violence issues including child abuse, sexual abuse, and domestic violence. Services include the Sexual Abuse Victims Treatment Program, Juvenile Perpetrators, Family Preservation and Restoration, IMPACT Program (Family Support), and Individual and Family Counseling. All programs are presented with materials that are easily understood with low readability levels and in plain language.

GPO FEDERAL CREDIT UNION (GPOCONNECT.COM)

GPO was founded as a postal credit union under the name Utica, NY Postal Credit Union. Postal workers were the credit union's sole field of membership at the time. Since then, GPO has grown to incorporate workers from more than 100 employers including most area healthcare-related facilities, manufacturing companies, government workers, and more. The organization offers informational classes in financial literacy.

GROWEST, INC.

GroWest is a neighborhood-based community development agency. The agency's mission is the promotion of home ownership, business opportunities, economic development, and neighborhood pride in the West Utica area of the City of Utica. The agency has had strong involvement from the area's business community, residents of all incomes and backgrounds, and the governmental and educational organizations in West Utica. GroWest provides a variety of services to support home ownership by low and moderate-income persons who might otherwise not have been able to own or maintain a home. Services include counseling and education services for owners and potential owners, underwriting and other services to local lending institutions that participate in a revolving loan fund to assist first time homeowners in this community, funding and counseling in essential home repairs for owner occupants in the community, and a variety of neighborhood organizing activities in partnership and cooperation with other community-based agencies in Utica.

HAMILTON COLLEGE (HAMILTON.EDU)

The Arthur Levitt Public Affairs Center at Hamilton College provides opportunities for civic engagement in off-campus projects that improve student understanding of social issues and create positive outcomes for the community. Service-Learning expands student and faculty involvement in the local community and provides "real-life" applications to academic learning. Involvement in Community-Based Research Projects brings academic resources and expertise to the community through faculty and students. Strong and collaborative partnerships with community-based governmental and nonprofit agencies provide students and faculty with diverse opportunities for engagement in the community, and Community Service Fellowships give students opportunities for work or research in public policy arenas. The school also offers students the opportunity to volunteer and assist youth by tutoring.

HEAD START / MOHAWK VALLEY COMMUNITY ACTION AGENCY (MVCAA.NET)

Services include child development, youth programs, housing programs, homeless or at-risk, emergency assistance and senior programs. The Child Development Division has three components, Head Start, Early Head Start and Day Care, which utilize six building blocks for success: (1) quality education in and out of the home, (2) family and community partnership, (3) health, (4) nutrition, (5) special services and (6) parent involvement. Head Start and Early Head Start provide a strong foundation for children emotionally, socially and academically. Head Start contributes to the full development of a child's potential achievement in future school years, as well as continued success throughout a child's life.

THE HOUSE OF THE GOOD SHEPHERD (HGS-UTICA.COM)

HGS's goal is to help children and families discover their abilities to succeed. HGS offers several programs including the Tilton School, On-Campus Cottages and Community Homes, Residential Treatment Facilities, Children's Shelter and Transition Group Home, Health Services, Families Foremost and Families Forward (prevention programs). The programs offer education support and provide materials and information at low readability levels.

INSIGHT HOUSE CHEMICAL DEPENDENCY SERVICES, INC. (INSIGHTHOUSE.COM)

Insight House views alcohol/substance abuse as a health-compromising behavior and chemical dependency as a chronic but treatable disease. The primary objective is to interrupt this disease as well as to assist individuals and afflicted family members with a strategic and comprehensive approach to recovery. Insight House believes in the fundamentals of quality treatment programs, including best-practice approaches, by keeping current with the latest research on the complex nature of addiction. Those experiencing persistent alcohol and drug problems can regain control of their lives and become happy, healthy, and productive citizens within their communities. Offerings include residential services, day rehabilitation, outpatient services, prevention/school programs, specialized treatment options, adjunct program services, and co-located treatment services. The program seeks to assist people in gaining the skills needed to succeed and literacy is a component part of the recommended support for those with limited skills.

JOHNSON PARK CENTER

Johnson Park Center outreach programs provide mentorship, education, recreational activities, anti-violence campaigns and nutritious meals for children in the Corn Hill section of Utica. This is an inspiring place doing innovative work with children who are most at risk in Utica. Other services include Safe & Supportive Housing, Youth Center, Advocacy-Mentoring, Food Pantry, and Kids Kamp for King's Kids. The Johnson Park Center is a small, grassroots agency providing housing and support services to the poor and homeless in Utica with a particular focus on women in recovery and on children. Johnson Park Center helps the homeless in Utica's poorest neighborhood, Cornhill, by providing ongoing advocacy, mentoring, literacy tutoring and life coaching, support groups, and pre-employment services.

JOB CORPS WESTERN NEW YORK

Job Corps is a program of the U.S. Department of Labor. It includes education, career technical training, housing, meals and other services. Youth in Utica have the opportunity to apply for the program, housed in Syracuse, at regular orientation and recruitment sessions held in Utica.

KIDS ONEIDA

Kids Oneida began in 1998 as a special project jointly established by the NYS Office of Mental Health, NYS Department of Health and Oneida County. The purpose of Kids Oneida is to divert children with serious emotional disturbances (SED) in Oneida County from out-of-home institutional placements and/or shorten the time that children remain in such placements through the use of intensive, flexible community services. The model used for Kids Oneida replicates the one developed for the Robert Wood Johnson's Mental Health Services Program for Youth (MHSPY) initiative. The MHSPY model has been used successfully in numerous sites across the United States. Children enrolled in the program receive supportive educational services provided by community partners.

LEARNING DISABILITIES ASSOCIATION OF THE MOHAWK VALLEY

LDA joined forces with the Resource Center for Independent Living (RCIL) in 2000. With offices in Utica and Watertown, LDA serves a nine-county region and offers an ever-growing range of services, including information and referral, educational advocacy, professional conferences, parent training/support groups, tutoring, adult basic education (ABE), general equivalency diploma (GED), screenings and assessments, and youth programs.

LVA MIDYORK

LVA MidYork is a one-on-one tutoring program supported by volunteer tutors, offering services in adult literacy and English for Speakers of Other Languages. Tutor training is provided. Students attend the program once or twice a week and work on skill building and language acquisition. This is the only local ProLiteracy affiliate in Utica. This chapter covers Oneida, and Herkimer counties.

LITTLE FALLS HOSPITAL

Little Falls Hospital fosters health literacy in the community with its Monthly Lunch & Learn Series. Topics include: Women's Health, Heart Disease, Colon Cancer, Stroke Awareness, Skin Cancer, Alcoholism, Breast Awareness, Diabetes, Men's Heart Disease and Cervical Cancer. LFH participates in school education and provides health screening booths for community events. Basic Life Support, Advance Life Support, CPR, and re-certifications are offered to staff and community members. This is a health literacy initiative providing information and support to the community.

MADISON-ONEIDA BOCES (WWW.MOBOCES.ORG)

Madison-Oneida Board of Cooperative Educational Services offers adult and continuing education, including High School Diploma, GED and literacy services. Programs are also available for alternative and special education. Madison-Oneida BOCES also offers career and technical education, including agriculture and natural sciences, health services, human and public services, technology, construction trades, mechanical trades, and pre-vocational options. There are also early childhood programs, including pre-kindergarten and preschool special education.

MID-YORK CHILD CARE COORDINATING COUNCIL (MYCCCC.ORG)

The mission of the Mid-York Child Care Coordinating Council is to promote and support quality child care and services related to the education and well-being of children. Programs include an Early Literacy Project in Madison County which, in partnership with Child Care Solutions, promotes successful early learning by incorporating literacy skills into a young child's life through engaged parents, families and caregivers. The Early Literacy Project provides child care professionals with the training needed to offer early literacy skills to children and their families. The Early Literacy Project has not been implemented in Oneida County as of September 2008.

MID-YORK LIBRARY SYSTEM (MIDYORK.ORG)

Mid-York Library System has provided training in early literacy techniques for child care providers and parents, which also enabled 10 member libraries to set up early learning centers to serve children under three and their parents. Activities of member libraries include Project Read, Adult Basic Literacy Services, English for Speakers of Other Languages, Madison County Reads Ahead, Working Together, Standing Tall, and Together: Book Talk for Kids and Parents, family literacy at Caz-Cares, tutoring, story rooms, story times, summer reading programs, collections of special materials to assist parents supporting literacy, computer literacy classes and financial literacy programs.

MOHAWK VALLEY COMMUNITY COLLEGE (MVCC.EDU)

As a diverse institution with a global view, Mohawk Valley Community College provides opportunities for affordable education, with support from Oneida County and the State of New York, and offers career, transfer and transitional education, programs for personal and cultural enrichment, and supports community and economic development. Certificates and degrees are offered in numerous subject areas. Other services include adult student services, child care, counseling center, disability services, health center, and transfer and career services. Students entering the college who are unable to pass the college entry test may be advised to enroll in remedial literacy and math education to help bring them up to grade level.

MOHAWK VALLEY INSTITUTE FOR LEARNING IN RETIREMENT (MVILR.SUNYIT.EDU)

MVILR members provide stimulating educational opportunities for themselves and their peers in the community. Courses are planned and led on a volunteer basis by their own members and invited guest speakers, and vary in length from a day to eight weeks. MVILR students take stimulating academic, non-credit courses in state-of-the-art classrooms on SUNY IT's campus. Their members also provide a volunteer pool for the community.

MOHAWK VALLEY RESOURCE CENTER FOR REFUGEES (MVRRCR.ORG)

Mohawk Valley Resource Center for Refugees promotes the well-being of culturally diverse individuals and families by welcoming refugees and immigrants and by providing individual and community-centered activities designed to create opportunity and facilitate understanding. MVRRCR offers a combination of programs and services that teach refugees practical life skills that enhance their ability to integrate into the community, build individual and community capacity to integrate the new arrivals, and foster an atmosphere of understanding and tolerance through the engagement of individual clients, the refugee/immigrant community and the local community. Specific offerings include volunteer programs, immigration and citizenship assistance, cultural competence training and refugee services. NYS Employment Preparation and Education funds programming and the school district leases the space for ESL classes. There is some Vocational ESL instruction. New arrivals enroll in class and for social service support from the resettlement program. Refugees qualify for Medicaid and Social Services only if enrolled in the education program. The Vietnamese Community Center also provides services in the building.

MULTI-CULTURAL ASSOCIATION OF MEDICAL INTERPRETERS OF CENTRAL NY

MAMI has established a fee-for-service, not-for-profit language bank (agency) in Utica, offering professional interpreting services and translation of health-related documents to all of Central New York. The language bank supplies professional health interpreting and cultural brokerage, and translation and related services.

NEW HARTFORD PUBLIC LIBRARY

Free tutoring programs are offered during the school year as well as a special summer school reading program in cooperation with the City of Utica Youth Bureau. Tutors are trained from Utica National and Hamilton College to work with at-risk students.

ONEIDA-HERKIMER-MADISON BOCES (ONEIDA-BOCES.ORG)

The mission of the Oneida-Herkimer-Madison BOCES is to coordinate the response of the community's emerging educational needs and to enable the component school districts to develop and accomplish their missions by providing innovative leadership and unique outcome-based instructional and management services through partnerships with business/industry, state, regional, educational and community-based organizations. BOCES serves its component districts by offering a variety of educationally focused programs, services, and support systems including a wide diversity of career and technical education options, special and alternative education services, administrative and financial services, human resources, program and professional development, information and technology support, and shared itinerant staff.

PARKWAY SENIOR CENTER (PSC-UTICA.COM)

The mission of Parkway Senior Center (PSC) is to provide seniors with a place of comfort, protection, and a caring environment for socialization, recreation, and nutrition. Parkway Senior Center is an advocate for the developing needs of its membership providing education, wellness and support, with the opportunities for new and exciting experiences. Parkway Senior Center offers computer classes, writing groups, book clubs, and other classes for the benefit of its members and other seniors in the community.

RESCUE MISSION OF UTICA (UTICAMISSION.ORG)

The Rescue Mission reaches out to the poor and needy in Utica, Rome and the Mohawk Valley. The Rescue Mission assists individuals to overcome homelessness, addictions, and disabilities through a life centered on Christ. The mission offers a variety of programs and community services including an Addictions Crisis Center, an Enriched Living Center, the Morris Learning Center, a Representative Payee Program, the Parker House Residential Center, Emergency Housing and Chapel Services.

RESOURCE CENTER FOR INDEPENDENT LIVING (RCIL.COM)

As an independent living center associated with the Learning Disabilities Association (LDA), RCIL's core functions include peer counseling, independent living services, information and referral, and individual and systems advocacy. RCIL serves individuals of all ages and disabilities, supporting them to attain their personal and employment goals in the most independent and integrated setting possible. RCIL offers advocacy services, elderly services, youth services, employment services, job development, supported employment, home and community based services, sign language interpreting, youth services, assistive devices and toys, as well as consolidated supports and services. Adult Basic Education/GED classes are offered for individuals with Learning Disabilities, all with teachers who are qualified to work with this population. Teacher student ratio is 1:6, and clients of all ages are served. Services are individualized and specialized and developed in partnership with other service providers in

twenty counties. The center offers education services to all clients, including ABE, GED, financial literacy, counseling and workforce preparation.

ROTARY INTERNATIONAL

Community service includes the activities Utica Rotarians undertake to improve the quality of life in their community. These include programs to promote literacy, help elderly or disabled, combat urban violence, and provide opportunities for local youth. Local literacy activities include the model tutoring and reading support program at Columbus Elementary School.

ST. ELIZABETH MEDICAL CENTER (STEMC.ORG)

The St. Elizabeth Medical Center community is committed to excellence in healthcare and education. Educational institutions include the St. Elizabeth College of Nursing, the St. Elizabeth School of Radiography, the Family Medicine Residency Program, and Medical Student Clinical Clerkships. The East Utica Medical Group offers the Reach Out and Read Program, a national literacy program that provides free age-appropriate books to children from ages six months to six years when they visit the doctor for well-child appointments. The East Utica Medical Group currently serves 1,590 children.

SUNY INSTITUTE OF TECHNOLOGY (SUNYIT.EDU)

SUNY IT offers undergraduate degree programs in technology, professional studies, and selected liberal arts disciplines. Dozens of majors are available for entering freshmen, and additional programs are for transfer students only. Graduate students can choose from numerous offerings, including the Master of Business Administration in Technology Management. Online learning programs are also available.

SYLVAN LEARNING CENTER

The learning center provides tutoring and homework assistance to local children to help them increase their skills for school success. Trained and certified tutors provide support for students K-12 and also offer SAT preparation. Individual learning plans are personalized and customized to the needs of each child.

THEA BOWMAN HOUSE, INC.

Thea Bowman House operates two sites in Utica and offers a multitude of programs that address the physical, nutritional, social and emotional needs of young people from preschoolers to teens. The agency focuses on providing a safe, nurturing environment where children and families, culturally diverse and often economically disadvantaged, can achieve their full potential.

UNHS NEIGHBORWORKS HOMEOWNERSHIP CENTER (UNHS.ORG)

The mission of the UNHS NeighborWorks HomeOwnership Center (HOC) is to revitalize and grow neighborhoods through home ownership, housing rehabilitation and community empowerment. HOC works in partnership with local, state and national government, financial institutions and private funders to increase successful home ownership in the Utica area. Equally important are the partnerships HOC builds with local residents to improve their neighborhoods through resident empowerment and community development. Specific services include homebuyer education classes, homebuyer counseling, financial literacy workshops, post purchase education, foreclosure prevention, reverse mortgage counseling, landlord training courses and mortgage products.

UNITED WAY OF THE VALLEY AND GREATER UTICA AREA (WWW.UNITEDWAYGU.ORG)

Community Impact, a process that determines the allocation of funds to programs and services, has been embraced as a strategy to achieve the mission of local United Way. Five areas of Community Impact have been identified for the strategic use of the community's resources. They are Keeping Kids on Track, Strengthening Families, Promoting Self-Sufficiency, Supporting Aging Populations and Building Safe & Vital Neighborhoods. In each of these areas literacy is a key need, although the United Way funds programs and services that are specifically targeted for one of the impact areas. Over 100 volunteers serve on the panels that review applications for program and service funding.

UPSTATE CEREBRAL PALSY (UPSTATECEREBRALPALSY.ORG)

Upstate Cerebral Palsy is a major local provider of direct-care services and programs for individuals who are physically, developmentally, or mentally challenged and their families. As direct-care and education centers, these include medical, clinical and therapeutic personnel, teachers, social service staff, maintenance, clerical and general support staff. Upstate Cerebral Palsy centers also provide educational opportunities for students from area high schools, as well as partners with several colleges and universities in hosting clinical and major-related student internships.

UTICA CITY SCHOOL DISTRICT (UTICASCHOOLS.ORG / UTICACSD.ORG)

The school district serves Utica with one high school, two middle schools, and a number of elementary schools. After school tutoring, guest author speakers, PARP (Parents As Reading Partners), Utica Reads Reading Program, Community Volunteer Reading Partners and other activities are offered to continually build strong literacy skills to support student success.

UTICA COLLEGE (UTICA.EDU)

UC is a comprehensive institution that offers the Syracuse University baccalaureate degree and the UC bachelors, masters and doctoral degrees. Numerous courses of study exist for undergraduates, graduates, and those interested in corporate and professional programs. The college also provides remedial education for students not ready to enroll in college level courses.

UTICA PUBLIC LIBRARY (UTICAPUBLICLIBRARY.ORG)

Utica Public Library offers programs for children, including Story Tots, Preschool Story Time, Pajama Story Time, Saturday Story Time, Saturday School Age Programs, Stories in Spanish, homework help, as well as after school programs and workshops. For adults, offerings include book groups as well as computer literacy classes on computer basics, using the Internet, establishing email accounts, word processing and online job searching. These classes are free and open to the public. The city and county library systems work closely together. The Public Library offers over 500 programs a year and sees over 11,000 child participants, with 500 enrolled in the summer reading program. The library offers a safe environment and some children spend much of their summer and school vacations there.

UTICA SCHOOL OF COMMERCE (USCNY.EDU)

USC's mission is to prepare men and women for successful careers in business and technology, to foster an atmosphere that encourages students to achieve all they are capable of while working in a diverse society, to provide opportunities to critically assess and to determine the highest ideals and standards of business in a dynamic world, and to maintain academic standards so that alumni may excel in their business careers. USC offers various programs registered by NY State Department of Education, including Business Administration, Administrative Specialist, Health Services Management, Microcomputer Technologies, Legal Office Assistant and several Certificate Programs are offered for those with limited skill levels to start them on the bottom rung of the career ladder.

WORKFORCE INVESTMENT BOARD, HERKIMER, MADISON & ONEIDA COUNTIES (WORKING-SOLUTIONS.ORG)

Clients who visit a One-Stop center can get help finding a job, take a job readiness assessment, get job counseling, get support for keeping a job, receive comprehensive skill assessment, get help with career planning, receive information on occupations in demand, receive referral to training and funding for training, access adult education opportunities, receive literacy training and receive referrals to other agencies. Workshops are held on a variety of topics, computers and other resources are available, and clients can meet with area employers currently hiring. On-the-job training is also offered, including training for new hires, upgrades for existing employees, and customized training. An apprenticeship program is also available. Education and training providers form a network of support. These services improve the quality of the workforce and reduce welfare dependency.

YOUNG SCHOLARS LPP (UTICA.EDU/ACADEMIC/YSLPP)

Young Scholars is a collaborative project between Utica College and the Utica City School District. The multi-year program is designed by school district and college officials to meet the challenge of motivating teenage students to stay in school, earn a New York State Regents Diploma with the Advanced Designation, and pursue post-secondary education. Students in the Young Scholars participate in a comprehensive program providing academic, social, and cultural enrichment. It is the intent of Young Scholars to help students achieve academic success by maintaining a C average or better, earning a New York State Regents Diploma with the Advanced Designation, enrolling in post-secondary education and involving their parents in their learning. Young Scholars also seeks to develop students' personal characteristics, helping to form strong individuals who are invested in their community.

YWCA (YWCAMV.ORG)

The YWCA Community Education Department works to prevent violence in the community by providing educational and professional trainings to both children and adults. Community Education is provided to students, pre-school through college level. Professional trainings are provided to law enforcement, medical personnel, human service providers, for-profit businesses, and civic organizations. Topics such as bullying, sexual harassment, dating violence, and familial violence are covered.

3. GREATER UTICA AREA REPORT PARTICIPANTS

Focus groups, one-on-one interviews and provider survey

<u>Participant</u>	<u>Organization</u>
Franca Armstrong	Mohawk Valley Community College
Barbara Arroyo	Utica resident
Morris Atwood	Oneida Public Library
Matt Babcock	St. Elizabeth Medical Center
Christina Benner	Utica resident
David Benner	Utica resident
Ms. Benson	Workforce Investment Board Herkimer, Madison & Oneida Counties
Sarah F. Bormann	Congressman Michael Arcuri's Office
Marlene B. Brown	The Children's Museum
Cornelia Brown	Multi-Cultural Association of Medical Interpreters of Central NY, Inc.
Wanda Bruchis	Mid-York Library System
Ron Bunce	Cornell Cooperative Extension
Janine Carzo	St. Elizabeth Family Medicine Residency Program
Mary Lou Caskey	Mid-York Library System
Denise Cavanaugh	YWCA
Anna Clements	Utica resident
Linda Yost Dalton	Players of Utica, Inc.
Burt Danovitz Ph. D.	Resource Center for Independent Living
Russ Davis	Workforce Investment Board Herkimer, Madison & Oneida Counties
Dianne DiMeo	Catholic Charities
William Dodge	Rescue Mission
Jane Domingue	Thea Bowman House, Inc.
Krista Drake	Oneida County Health Department
Father Paul J. Drobin	Utica College
Kathleen Eichenlaub	Catholic Charities
Frank Elias	Mohawk Valley Chamber of Commerce
Brenda Episcopo	Peacemaker Program
Kathy Flaherty	Head Start, Mohawk Valley Community Action Agency
Jan Forte	UNHS NeighborWorks HomeOwnershipCenter
Linda Forth	Human Technologies Corporation
Herb Freeman	Family Services of the Mohawk Valley, Inc.
Margaret Gallaway	Learning Disabilities Association of the Mohawk Valley
Katrina Genier	Utica resident

Participant**Organization**

Carolyn Gerakopoulos	Oneida Public Library
Timothy Hand	Utica resident
Jamie Hanretty	Utica City School District
Maggie Hansen	Arc, Oneida-Lewis Chapter NYSARC (The)
Christine Harrison	Johnson Park Center
Philip Hayne	United Way of the Valley and the Greater Utica Area, Inc.
Dwayne Hines	Utica resident
William Holicky	House of the Good Shepherd, The
Chris Hullar	Rescue Mission
Terry Humphries	Utica One-Stop
Todd Hutton	Utica College
Georgiana Roberts Ide	The Community Foundation of Herkimer & Oneida Counties, Inc.
Pamela Jardieu	City of Utica
Joe Johnson	Congressman Michael Arcuri
Lorraine Kinney	Mid-York Child Care Coordinating Council
Kitchen	
Barbara Klein	Volunteer Center of the Mohawk Valley, Inc.
Betsey LaPorte	Utica City School District
John Livingston	Getnick, Livingston, Atkinson, Gigliotti & Priore
	The Community Foundation of Herkimer & Oneida Counties, Inc.
Janice Lyszczarz	Utica Public Library
Judith Owens Manley	Hamilton College
David Mathis	Oneida County Workforce Development
James Matt	Regional Adult Education Network
Susan Matt	The Community Foundation of Herkimer & Oneida Counties, Inc.
Sara Meays	Mid-York Child Care Coordinating Council
Rev. Ursula Meier	Johnson Park Center
Cary Meltzer	Utica Public Library
Howard Mettelman	Oneida-Herkimer-Madison BOCES
Flossie Mitchell	Young Scholars
Ellie Moran	Women's Employment & Resource Center, Inc.
Mrs. Myers	Utica resident
Diana Norton	Mid-York Library System
Darby O'Brien	Utica Public Library
Peggy O'Shea	The Community Foundation of Herkimer & Oneida Counties, Inc.
Shawna Papale	Mohawk Valley Edge
Ginger Parker	Mohawk Valley Institute for Learning in Retirement
Timothy Parry	Utica resident
Carrie Patterson	Utica resident

Participant

Mary Krenitsky
Perrone, Ph.D.
Shana Pughl
Kari Puleo
Corinne Ribble

Debra Richardson
Kathleen Rinaldo
Fabian Robinson
Scott Robinson
Allyson Ryan
Alice Savino

Nick Sbarra
Peter Scalise
Rev. Maria Scates
Ms. Sines
Marilyn Skermont
Mickey Smith
Jacklin Starks
John Stemen
Christian A. Talgo

Louis Tehan
Ron Thiele
Tim Trent
Amy Turner
Rev. Dr. Robert G.
Umidi
Angela Van Derhoff
Randy VanWagoner
Donna Vitagliano

Peter Vogelaar
Kelly Walters
Carol Watkins
Philip M. Williams
Rene Wilson
Caesar
Margaret
Marilyn
Tim
Emma
Emma H.
Shannon
Paris
Uncle Joey
Orenzo
Patricia

Organization

SUNY Institute of Technology

Mohawk Valley Resource Center for Refugees
Sitrin Health Care
The Community Foundation of Herkimer &
Oneida Counties, Inc.
GroWest, Inc.
BOCES Consortium of Continuing Education
Utica resident
Utica resident
Utica resident
Workforce Investment Board Herkimer,
Madison & Oneida Counties
Literacy Volunteers
Congressman Michael Arcuri's Office
Johnson Park Center
Utica resident
Utica City School District
Utica City School District
Madison-Oneida BOCES
Assemblywoman RoAnn Destito
City of Utica/Urban and Economic
Development
Upstate Cerebral Palsy
Stanley Center for the Arts

Head Start / MVCAA
Westminster Presbyterian

Arc, Oneida-Lewis Chapter NYSARC (The)
Mohawk Valley Community College
Insight House Chemical Dependency Services,
Inc.
Mohawk Valley Resource Center for Refugees
Parkway Senior Center
Cornell Cooperative Extension
Utica School of Commerce
Kernan Elementary
Utica resident
Utica resident
Utica resident
Utica resident
Utica resident
Utica resident
Utica resident
Utica resident
Utica resident
Utica resident
Utica resident
Utica resident

4. ONEIDA LITERACY PROVIDER SURVEY

Welcome

Thank you for agreeing to complete the Greater Utica Literacy Provider Survey. We salute you for the good work you are doing and thank you for taking the time to answer the following questions by (*Date TBD*). The information collected from this survey will help literacy providers and community stakeholders make informed choices with current data about program resources, locations and types of service that are available in our community.

Please have your Literacy Program Coordinator complete this survey.

- 1. Provide the Organization's contact information. If a particular blank does not apply, simply write N/A. Each space requires an answer or N/A.**

Organization Name:

Executive Director Name:

Physical Address:

City and Zip:

Phone:

Fax:

E-mail:

Website:

Literacy Program Administrator/Coordinator position? Yes No

Literacy Program Coordinator Name:

Does the organization have 501(c)(3) status? Yes No

- 2. What types of literacy services does your organization offer? Select all that apply.**

Early Reading First

Reading First

Homework Help

Subject Tutoring

Literacy Testing

Out-of-school youth literacy programs

Learning Disability Assessment

Learning Disability Tutoring

Adult Basic Reading and Writing (ABE)

Basic Math

English as a Second Language (ESOL)

Vocational English as a Second Language (VESL)

Native Language Literacy

Volunteer tutoring

Literacy programming for Incarcerated Youth____, Adults ____

GED Instruction/Test Preparation

GED Testing

- On-Site Workplace Literacy
- Citizenship
- Parent Education
- Family Literacy
- Health Literacy
- Financial Literacy
- Computer Literacy
- Other (please specify)

3. Approximately how many clients did your organization provide literacy services to in Fiscal Year 2006-07?

4. What percentage of your organization’s literacy clients belong to the below age groups? Percentages should total 100.

- _____ Early childhood (less than 5 years)
- _____ Childhood (5 years to 15 years)
- _____ Youth (16 years to 20 years)
- _____ Adult (21 years and older)

5. Does your organization provide literacy services at the physical address provided in Question 1, or at other locations? If literacy services are provided at other locations, please list the locations where literacy services are provided.

- On site only
- On site and at other locations, please list other locations
- Other locations only, please list other locations

6. How far away is the nearest Centro bus stop from your organization or to the location(s) where literacy services are provided?

- Less than ¼ mile
- ¼ - ½ mile
- ½ - 1 mile
- More than 1 mile
- Varies by location
- Don’t know

7. In your estimation, where did your organization’s literacy service clients reside during Fiscal Year 2006-07? Indicate the approximate percentage of clients from each zip code. Percentages should total 100.

13032 Canastota	13421 Oneida
13037 Chittenango	13424 Oriskany
13042 Cleveland	13425 Oriskany Falls
13054 Durhamville	13431 Poland
13123 North Bay	13435 Prospect

13157 Sylvan Beach	13438 Remsen
13162 Verona Beach	13440 Rome
13301 Alder Creek	13441 Rome
13303 Ava	13442 Rome
13304 Barneveld	13449 Rome
13308 Blossvale	13455 Sangerfield
13309 Boonville	13456 Sauquoit
13313 Bridgewater	13461 Sherrill
13316 Camden	13469 Stittville
13318 Cassville	13471 Taberg
13319 Chadwicks	13476 Vernon
13321 Clark Mills	13477 Vernon Center
13322 Clayville	13478 Verona
13323 Clinton	13479 Washington Mills
13328 Deansboro	13480 Waterville
13338 Forestport	13483 Westdale
13341 Franklin Springs	13486 Westernville
13352 Hinckley	13489 West Leyden
13354 Holland Patent	13490 Westmoreland
13362 Knoxboro	13492 Whitesboro
13363 Lee Center	13494 Woodgate
13401 McConnellsville	13495 Yorkville
13402 Madison	13501 Utica
13403 Marcy	13502 Utica
13409 Munnsville	Don't know
13413 New Hartford	Other
13417 New York Mills	

8. In your estimation, what percentage of your clientele uses public transportation as their primary mode of transportation?

- Fewer than 10%
- More than 10% but fewer than 50%
- More than 50%
- Don't know

9. What percentage of your staff involved in literacy initiatives is teacher certified?

10. Does your organization pre-test new clients to determine their baseline literacy levels prior to receiving services?

- Yes
- No
- If yes, please describe

11. If your agency measures or assesses clients' progress, briefly describe your procedures/metrics.

12. Does your agency use a tracking system or database (e.g. ASISTS) to track clients' progress?
Yes No If yes, please describe

13. What do you see your agency's areas of greatest need? *Select all that apply.*

- Volunteer Recruitment Fundraising Staff Retention
 Clientele Recruitment Public Relations Planning
 Staff Training / Development Record-Keeping Other (please specify)
 Evaluation and Accountability Procedures

14. What is your organization's total Fiscal Year 2006-07 budget for literacy services?
\$ _____

15. Which of the following funding sources did your literacy services receive in Fiscal Year 2006-2007? *Select all that apply.*

- State Adult Education System
- Workforce Investment Board
- Public School System
- Department of Justice
- City Funding
- County Funding
- Department of Health and Human Services
- Department of Housing and Urban Development
- Department of Labor
- Foundations or Corporations (please list by name)
- Other (please specify)

16. In the spaces below, please enter the percentage of funding you received in Fiscal Year 2006-2007 from the following sources (for all literacy programs combined).

The total of all percentages must sum to 100%. Please try to be as accurate and thorough as possible.

<u>Program</u>	<u>Percentage (%)</u>
Community Development Block Grants (CDBG)	
Workforce Investment Act Title I	
Workforce Investment Act Title II	
21st Century Learning Center Act	
Community Technology Centers	
El Civics	
Even Start	
Head Start	
Early Reading First	
Incarcerated Youth	
Private Foundations	
Corporate Foundations	
Individual Donors	
Events/Fundraising	

Other
Don't Know

17. Do you partner with other organizations to deliver literacy services?

If so, please enter the name of each organization you partner with (and if applicable, put in parentheses the name of any grants that jointly fund that collaborative effort). *If you do not collaborate with any organizations, simply write N/A.*

- 1.
- 2.
- 3.
- 4.
- 5.

18. List your top 5 funding sources for literacy programs in 2006-2007. Please write funding sources in order of size (the largest first, second largest for #2, and so on).

- 1.
- 2.
- 3.
- 4.
- 5.

19. For your literacy programs, what are the biggest challenges you face regarding funding? *Select all that apply.*

None - we don't have a problem getting resources
Time and complexity of proposal development process
Data collection and reporting requirements
Staff time and resources to secure and monitor grants
Knowledge of potential literacy funding sources
Other (please specify)

20. What information about funding would be useful for your organization? *Select all that apply.*

None
New sources of funding for literacy
Finding agencies willing to collaborate on literacy projects
Accessing federal funds
Accessing corporate funds
How to write a grant
How to prepare a "cost of services" price sheet
Other (please specify)

Thank You!

Thank you so much for your time! Your time and input are greatly appreciated.

We will contact you within the next two months with the aggregate results of this survey.

5. GLOSSARY OF LITERACY TERMS

Adult Basic Education: Reading and Writing (ABE)

Programs that teach English-speaking adults and out-of-school youth how to read and write through classes, small groups, or individual tutoring and Distance Learning.

Basic Math/Numeracy

Programs that teach basic math skills in addition to reading and writing and workplace applications.

Children's Literacy

- Programs that provide direct instruction in beginning reading and writing skills to children.
- Early Childhood Education programs; Pre-K and Kindergarten
- Homework Assistance: Programs that help children or youth with their homework by providing instructors and/or study space. Reading Enrichment: Services that motivate children and youth to read.
- School-based Tutoring: Programs that teach children reading and writing skills at their public schools. Schools identify children to be served. Community and neighborhood programs and private, fee based organizations also offer tutoring

Citizenship Education

Programs that teach skills to those who do not speak English as their first language to prepare learners for U.S. citizenship.

Computer Instruction

Programs that offer instruction to develop computer skills for academic, personal, family, and work related purposes. CAI (Computer Aided Instruction)

Content Standards

The term used in a variety of fields to describe what individuals need to know and be able to do for a particular purpose. The New York State Learning Standards: [Arts](#) ,[Career Development and Occupational Studies](#) , [English Language Arts](#) ,[Health](#), [Physical Education](#) and [Family Consumer Sciences](#) ,[Languages Other Than English](#), Including American Sign Language ,[Mathematics](#), [Science and Technology](#) , [Social Studies](#)

Contextualized Instruction

Education that facilitates not only the acquisition of- but also the active application of knowledge, skills, and learning processes by embedding instruction in real world activities. Teaching and learning is situated in an authentic, real life context that has meaning for the student.

Distance Learning

Distance Learning (DL) is a type of educational process where the majority of the learning takes place with the teacher and student at different locations. In distance learning, teaching and learning are not conducted in a traditional classroom setting. Instruction may be computer based, on PBS (WCNY, Channel 24 in Oneida County) and a combination of both. Instruction will be individually prescribed to students with the anticipation of educational gain and goal attainment.

Programs include:

- Pre GED Connection - reading grade level equivalent 6 - 8.9 with supplements for level 5
- Learn to Read - reading grade level equivalent 0 - 4
- Skills to Make Adults Ready to Succeed (SMART) - reading grade level equivalent 4 – 7

- Giving Ready Adults a Study Program (GRASP) – Designed for adults with a minimum reading grade level equivalent of 9.0 who are seeking a high school equivalency diploma
- External Diploma Program (EDP) – designed for adults over the age of 21 and who have experience as a worker, parent, citizen upon which to demonstrate levels of competency and be awarded a NY State High School Diploma from the school district where they live
- Crossroads Café – An ESOL program
- Math Basics
- GED Connection – televised on WCNY, Channel 24
- Career Family and Life Skills (Home Study)
- Citizenship Home Study
- Health Promotions Home Study
- Lifelines
- Madison Heights
- On Common Ground
- TV411
- Career Achieve, Crossroads Café, Lifelines, and Madison Heights along with links to additional software

English as a Second Language (ESOL)

Programs that teaches reading, speaking, and writing in English as a second language to English Language Learners (ELL).

Family Literacy / Parent Education

- Programs that teach parents or guardians of young children how to improve their own reading and writing skills, and how to build early literacy skills in their children.
- Programs that teach literacy and parenting skills to parents or guardians of young children
- PAC Time - Parents and Children Reading Together

Financial Literacy

Programs that teach basic skills in managing personal finances: reading a paycheck, checking and saving accounts, personal money management. Some programs include home buyer education.

Functional Literacy

A level of reading and writing sufficient for everyday life but not for completely autonomous activity; the application of the skills and knowledge of reading and writing to adult or near-adult responsibilities in the workplace and required life skills.

GED General Education Development

Instructional programs that teach the skills needed to pass the GED exam; to complete the coursework for those who do not have a traditional high school diploma.

GED Test

Five separate tests given over several hours: math, language arts reading, science, social studies, and language arts writing. Programs providing GED Testing set requirements for taking the test and minimum grade level attainment on the TABE test. Test results are sent to the individual by the NYS Education Dept.

Health Literacy

Programs that teach the ability to access, understand, and use information that promotes and maintains health; including programs that teach nutrition, reading prescriptions, safety; the oral language skills to talk to a doctor or medical professional about health issues

Incarcerated Education for Youth

For youth age 16-20 years old, the adult basic education, GED preparation, Learning Disability Assessment and tutoring provided in jails and sentenced county facilities.

Learning Disability

A serious difficulty with processing information, understanding and using spoken or written language, and/or reasoning and doing calculations in math. Programs provide a series of diagnostic assessments to determine the learner's strengths and areas where accommodations to instructions would be helpful.

Native Language Literacy (BENL - Basic Education in Native Language)

Programs that teach non-English speakers how to read and write in their native language and prepare them for English-language learning.

Performance-Based Assessment

A tool for measuring student learning that requires the student to construct or produce a response to an assessment item or task. Performance assessments attempt to emulate the context or conditions in which the intended knowledge or skills are actually applied. Examples might include on-demand writing tasks, projects resulting in a product, performance, or event, and portfolios involving a collection of student work related to multiple standards or themes.

Tutoring

- Programs that provide one on one instruction in reading, writing, math and other subjects.
- Homework Assistance: Programs that help children or youth with their homework by providing instructors and/or study space.
- Reading Enrichment: Services that motivate children and youth to read.
- School-based Tutoring: Programs that teach children reading and writing skills at their own public schools – schools identify children to be served.
- Adult Education: Programs that provide instruction to adults who score below the 5th grade level on the TABE test or who state that they are unable to read. Literacy Volunteers provides this type of educational programming.

Workplace Literacy

- Workplace Literacy: Basic literacy training in reading, writing, computer skills, and math offered for employees at the workplace (employers or organizations that teach workplace literacy skills at the sites where employees use those skills) or at adult literacy program sites.
- Vocational English as a Second Language (VESL): An approach towards teaching English as a Second Language centered on vocational/workplace specific needs.
- Career Center: Literacy organizations that provide adult learners with career training and job development.
- One Stop Center: A service of the WIB Workforce Investment Board locally, to assist job seekers with their employment and hiring goals, and employers in growing their businesses and meeting their hiring needs. In Oneida County it is CNY Works.

Work Readiness Credential

It provides a common, national standard for defining, assessing, and certifying that individuals can meet the demands of entry-level work and learn on the job. Examples include: Work Keys and Equipped for the Future

6. NATIONAL LITERACY ORGANIZATIONS AND INITIATIVES

Adult Literacy & Technology Network
301 S. Geneva St., Room G-10
Ithaca, NY 14850
(607) 273-0634

Adult Literacy Resource Institute
989 Commonwealth Avenue
Boston, MA 02215
(617) 782-8956

American Association of Adult and
Continuing Education (AAACE)
1200 19th Street, NW, Suite 300
Washington, DC 20036
(202) 429-5131

American Council on Education
GED Testing Service
1 Dupont Circle, NW, Suite 250
Washington, DC 20036
(202) 939-9490

American Library Association (ALA)
50 E. Huron Street
Chicago, IL 60611
(312) 944-6780

American Poetry & Literacy Project
1058 Thomas Jefferson Street, NW
Washington, DC 20007
(202) 338-1109

The Center for the Book
The Library of Congress
Washington, DC 20540
(202) 707-5221

Equipped for the Future
Center for Literacy Studies
600 Henley St, Suite 312
Knoxville, TN 37996-4135
(865) 974-8426
<http://eff.cls.utk.edu/>

Correctional Education Association
4380 Forbes Boulevard
Landham, MD 20706
(301) 918-1915

Institute for the Study of Adult Literacy
Pennsylvania State University
102 Rackley Building
University Park, PA 16902
(814) 863-3777

International Reading Association (IRA)
444 North Capitol Street, Suite 422
Washington, DC 20001
(202) 624-8800

Learning Disabilities Association of
America
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

Literacy Powerline
501 E. Bayshore Dr.
Palacios, TX 77465
(832) 721-5915, (361) 972-1066
www.literacypowerline.com

National Adult Literacy and Learning
Disabilities Center
1875 Connecticut Avenue NW, 8th fl.
Washington, DC 20009-1202
(202) 884-8178

National Alliance of Urban Literacy
Coalitions
600 Jefferson, Suite 500
Houston, TX 77002
(713) 845-2557

National Association of State Literacy
Resource Centers
c/o DC Literacy Resource Center
MLK Memorial Library, Room 300
901 G Street, NW

Washington, DC 20001
(202) 727-1616

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251
(502) 584-1133
<http://www.familit.org>

National Center for Learning Disabilities
381 Park Avenue South, Suite 1420
New York, NY 11565
(212) 545-7510

National Center on Adult Literacy (NCAL)
University of Pennsylvania
3910 Chestnut Street
Philadelphia, PA 19104-3111
(215) 898-2100

National Center on the Study of Adult
Literacy and Learning (NCSALL)
Nichols House, Harvard University
Graduate School of Education
Cambridge, MA 02138
(617) 496-0516
www.ncsall.net

National Clearinghouse for ESL Literacy
Education
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292

National Council of State Directors of
Adult Education
P.O. Box 2120
Richmond, VA 23216-2120
(804) 225-2293

National Institute for Literacy (NIFL)
800 Connecticut Ave., NW, Suite 200

Washington, DC 20006
(202) 632-1500
<http://www.nifl.gov/>

Newspaper Association of America
Foundation
11600 Sunrise Valley Drive
Reston, VA 22091-1412
(703) 648-1000

Orton Dyslexia Society
Chester Building, Suite 382
8600 LaSalle Road
Baltimore, MD 21286-2044
(410) 296-0232 or (800) 222-3123

ProLiteracy Worldwide
1320 Jamesville Avenue
Syracuse, NY 13210
(315) 422-9121
www.proliteracy.org

Student Coalition for Action in Literacy
Education
140 1/2 E. Franklin St., CB #3505
University of North Carolina
Chapel Hill, NC 27599-3505
(919) 962-1542

Teachers of English to Speakers of Other
Languages (TESOL)
1600 Cameron Street, Suite 300
Alexandria, VA 22314
(703) 836-0774

Voice of Adult Literacy United for
Education (VALUE Inc.)
2217 Providence Avenue
Chester, PA 19013
(610) 876-7625
www.valueusa.org

7. National and International Literacy Statistics

U.S. Adult Literacy Statistics

These estimates from the *1992 National Assessment of Adult Literacy Survey (NAALS)* combine information from the NAALS and the 1990 U.S. Census to estimate adult literacy proficiencies.

<http://www.casas.org/lit/litcode/Search.cfm>

Note: after selecting a state and an area type, click on the name of the state again on the next screen. To see a brief description of the five NAALS Literacy Levels click on http://www.casas.org/22R&D/NALS_level_d_esc.pdf

National Assessments of Adult Literacy (NAAL 2003)

The National Center for Education Statistics (NCES) is conducting a nationally representative assessment of the English language literacy skills of American adults age 16 and older. The NAAL 2003 will provide the first assessment of the nation's progress in adult literacy since 1992. To learn about what is being measured, the main purpose, and how the data will be collected, go to <http://nces.ed.gov/naal/> and download the three-page brochure.

United Nations Literacy Decade 2003-2012

More than 861 million adults do not currently have access to literacy. The Literacy Decade will focus on the needs of adults with the goal that people everywhere should be able to use literacy to communicate within their own community, in the wider society, and beyond. To learn about adult and youth illiteracy rates by country and region, click on statistics on this page:

<http://www.unesco.org/education/litdecade>

Adult Literacy and Lifeskills Survey (ALLS) (International)

The ALLS is a large-scale, comparative survey that goes beyond previous international studies. In addition to the literacy skills measured in the International Adult Literacy Survey (IALS), ALLS is designed to identify and measure a broader range of skills in the adult population (age 16-65) in each participating country.

<http://www.ets.org/all/survey.html>

International Adult Literacy Survey (IALS)

The IALS was a 22-country initiative conducted between 1994 and 1998. In every country, nationally representative samples of adults aged 16-65 were interviewed and tested at home, using the same literacy test. The main purpose of the survey was to find out how well adults use information to function in society. Another aim was to investigate the factors that influence literacy proficiency and to compare these among countries.

<http://www.nifl.gov/nifl/facts/IALS.html>

8. LINKS TO OTHER LITERACY AND EDUCATION RESOURCES

Adult Literacy & Technology Network
<http://www.altn.org>

American Association for Adult and
Continuing Education
<http://www.aaace.org>

American Council on Education & GED
Testing Service
<http://www.acenet.edu>

American Library Association
<http://www.ala.org/>

BoardSource
<http://www.boardsource.org/>

Center for Applied Linguistics
<http://www.cal.org>

The Center for Literacy Studies. University of
Tennessee
<http://cls.coe.utk.edu>

Clearinghouse on Reading, English, and
Communication
<http://reading.indiana.edu/>

Commission on Adult Basic Education, Inc.
(COABE)
<http://www.coabe.org/>

Community Partnerships for Adult Learning
(C-PAL)
<http://www.c-pal.net/>

Council for Advancement of Adult Literacy
<http://www.caalusa.org>

The Educator's Reference Desk
<http://www.eduref.org/>

Institute for the Study of Adult Literacy &
Goodling Institute
<http://www.ed.psu.edu/isal>

International Reading Association
<http://www.reading.org>

Learning Disabilities of America, Inc.
<http://www.ldanatl.org/>

NALS Synthetic Estimates of Adult Literacy
<http://www.casas.org/lit/litcode/>

National Adult Literacy and Learning
Disabilities Center
<http://ldlink.coe.utk.edu/>

National Alliance of Urban Literacy Coalitions
<http://www.naulc.org/>

National Center for Family Literacy
<http://famlit.org/>

National Center for the Study of Adult
Learning and Literacy
<http://gseweb.harvard.edu/~ncsall/>

National Center on Adult Literacy
<http://ncal.literacy.upenn.edu/>

National Council of State Directors of Adult
Education
<http://www.naepdc.org>

National Institute for Literacy
<http://novel.nifl.gov/>

National Institute for Literacy's LINCS
<http://www.nifl.gov/lincs/search/search.html>

Pfizer's Partnership for Clear Health
Communication
<http://www.askme3.org/>

SCALE Student Coalition for Action in Literacy
Education
<http://www.readwriteact.org>

TESOL Teachers of English to Speakers of
Other Languages
<http://www.tesol.org>

United Way of America
<http://national.unitedway.org/>

U.S. Department of Education
<http://www.ed.gov/>

U.S. Office of Vocational & Adult Education
<http://www.ed.gov/about/offices/list/ovae/index.html>

Child Development and Literacy

Alliance for Excellent Education
<http://www.all4ed.org/>

American Library Association
<http://www.ala.org/>

ASCD | For the Success of Each Learner
<http://www.ascd.org/portal/site/ascd/index.jsp>

ASHA for the Public
<http://www.asha.org/public>

Beginning with Books Center for Early Literacy
<http://www.beginningwithbooks.org/>

BookPALS | More about BookPALS
<http://www.bookpals.net/index.php>

Brain Boosters offers kids' educational activities
online.
<http://school.discoveryeducation.com/brainboosters/>

Building Preschool and School Skills
<http://www.dbpeds.org/articles/detail.cfm?id=277>

Building Speech and Language Skills
<http://www.dbpeds.org/articles/detail.cfm?id=275>

Bureau of Early Childhood Services - New York
State Office of Children & Family Services

Verizon Literacy Campus
<http://www.literacycampus.org/>

Voice for Adult Literacy United for Education
(VALUE)
<http://literacynet.org/value/>

World Education
<http://www.worlded.org>

<http://www.ocfs.state.ny.us/main/beccs/>

Center for Applied Linguistics
<http://www.cal.org/>

Central New York Coalition for Young Children
<http://www.cnypreschoolcoalition.org/>

Child & Family WebGuide: Parent Info on
Child Development Research
<http://www.cfw.tufts.edu/>

Child Trends
<http://www.childtrends.org/index.cfm>

Children's Book Council
<http://www.cbcbooks.org/index.html>

Children's Defense Fund
<http://www.childrensdefense.org/site/PageServer>

Children's Institute
<http://www.childrensinstitute.net/>

Children's Literacy Initiative
<http://www.cliontheweb.org/index-main.html>

Connect for Kids
<http://www.connectforkids.org/>

CSEFEL - Center on the Social and Emotional
Foundations for Early Learning

– includes training modules and variety of printable information.
<http://csefel.uiuc.edu/about.html>

EarlyChildhood.org
<http://www.earlychildhood.org/>

ECRP: Early Childhood Research & Practice
<http://ecrp.uiuc.edu/index.html>

Education Commission of the States--Helping State Leaders Shape Education Policy
<http://www.ecs.org/>

Education Week
<http://www.edweek.org/ew/index.html>

Education World®
<http://www.education-world.com/index.shtml>

eThemes | eMINTS
<http://www.emints.org/ethemes/>

Everybody Wins! USA
<http://www.everybodywins.org/>

Fact Monster: Online Almanac, Dictionary, Encyclopedia, and Homework Help
<http://www.factmonster.com/>

Federal Resources for Educational Excellence (FREE)
<http://www.free.ed.gov/template.cfm?template=About%20FREE>

First Book
<http://www.firstbook.org/site/c.1wKYJ8NVJvF/b.674095/k.CC09/Home.htm>

Foundation for Child Development
<http://www.fcd-us.org/>

Getting Ready
<http://www.gettingready.org/matriarch/>

Head Start Information and Publication Center -- Information Center
<http://www.headstartinfo.org/infocenter/infocenter.htm>

International Dyslexia Association
<http://www.interdys.org/>

IPA/USA
<http://www.ipausa.org/>

Jumpstart
<http://www.jstart.org/index.php?src=events&srctype=profile&id=6&category=Event&PHPSESSID=203f9416dc59e575656d4c5abddc6473>

La Leche League International
<http://www.llli.org/>

Learning Ladder
<http://learningladder.org/fccp/front.htm>

National Association for the Education of Young Children
<http://www.naeyc.org/>

National Association of Elementary School Principals
<http://www.naesp.org/>

National Association of Secondary School Principals
http://www.nassp.org/s_nassp/index.asp?CID=1138&DID=54609

National Black Child Development Institute
<http://www.nbcdi.org/>

National Geographic Kids
<http://kids.nationalgeographic.com/>

National Head Start Association
<http://www.nhsa.org/>

National Institute for Early Education Research
<http://nieer.org/>

National Latino Children's Institute
<http://www.nlci.org/>

National Scientific Council on the Developing Child
<http://www.developingchild.net/>

New York State Child Care Coordinating
Council
<http://www.nysccccc.org/index.htm>

New York State Office of Children & Family
Services
<http://www.ocfs.state.ny.us/main/>

North Central Regional Educational Laboratory
[http://www.learningpt.org/page.php?pageID=24
3](http://www.learningpt.org/page.php?pageID=243)

Official Flat Stanley Project
<http://flatstanley.enoreo.on.ca/how.html>

Oneida County School Districts
<http://www.ongov.net/About/schools/>

Partnership for Learning
[http://www.partnershipforlearning.org/default.as
p](http://www.partnershipforlearning.org/default.asp)

Pre-K Now
<http://www.preknow.org/>

Randomhouse
<http://www.randomhouse.com/>

Reach Out and Read
<http://www.reachoutandread.org/>

Reading Is Fundamental
<http://www.rif.org/>

Reading Is Fundamental | Reading Planet for
Kids
<http://www.rif.org/readingplanet/>

Ready at Five
<http://www.readyatfive.org/flash.html>

Scholastic.com
<http://www2.scholastic.com/browse/index.jsp>

Sesame Street Beginnings: Talk, Read, Write!
[http://www.sesameworkshop.org/talkreadwrite/i
ndex.php](http://www.sesameworkshop.org/talkreadwrite/index.php)

Smart Start and North Carolina Partnership for
Children
<http://www.smartstart-nc.org/>

Speech and Language Development
<http://www.asha.org/public/speech/development>

Syracuse City School Library Links
links to information and resources for parents,
children, and teachers.
<http://weblink.scsd.us/~liblinks/home.html>

Syracuse Teachers Association Online
<http://syracuseteachers.org/>

Winning Beginning NY
<http://www.winningbeginningny.org/>

Your Child | Getting Involved in Your Child's
Education
[http://www.med.umich.edu/1libr/yourchild/educ
ate.htm](http://www.med.umich.edu/1libr/yourchild/educate.htm)

Zero to Three
<http://www.zerotothree.org>

Adult Literacy

American Competitiveness Initiative (pdf)

How can we compete when 93 million adults have skills below the high school level?

<http://www.flags-cny.org/pdf/NAAL%20White%20Paper%2020022006.pdf>

ALIES

<http://www.lacnyc.org/ALIES>

Clearinghouse on Adult, Career and Vocational Education

<http://www.cete.org/acve/index.asp>

Equipped for the Future

<http://eff.cls.utk.edu/>

International Reading Association

<http://www.reading.org/>

Literacy Connections

abundance of resources for teachers, volunteers, and program administrators on reading, ESL, and adult literacy

<http://www.literacyconnections.com/>

National Literacy Trust

homepage for the UK's national effort to raise literacy standards for all age groups.

<http://www.literacytrust.org.uk/index.html>

System for Adult Basic Education Support (SABES)

homepage for Massachusetts' comprehensive training and technical assistance initiative for educators and programs. Useful information for adult literacy practitioners.

<http://www.sabes.org/index.htm>

Knowledge Loom

<http://knowledgeloop.org/index.jsp>

Literacy Web at the University of Connecticut promotes use of internet as a tool for classroom teachers. Includes preschool, K-12, adult education, and ESL resources.

<http://www.literacy.uconn.edu/index.htm>

Literacy USA

<http://www.literacyusa.com/>

Mid State Regional Adult Education Network

<http://www.midstateraen.org/education/district/district.php?sectionid=1>

National Jewish Coalition for Literacy

<http://www.njcl.net/>

ProLiteracy Worldwide

<http://www.proliteracy.org/>

Verizon Reads

<http://foundation.verizon.com/03003.shtml>

PBS LiteracyLink

<http://litlink.ket.org/>

AAACE - American Association for Adult and Continuing Education

<http://www.aaace.org/>

BuildLiteracy

<http://www.buildliteracy.org/>

National Center for the Study of Adult Learning and Literacy

<http://www.ncsall.net/?id=1>

New York Association for Continuing and Community Education

<http://www.nyacce.org/>

Community Partnerships for Adult Learning

<http://www.c-pal.net/index.html>

National and Regional Adult Literacy Conferences Listing - from SABES

<http://www.sabes.org/confcal.htm>

Literacy Information and Communication
System (LINCS) National Home Page
<http://www.nifl.gov/lincs/>

Multiple Intelligences in Adult Literacy and
Education

