



Literacy Coalition of Herkimer & Oneida Counties: A Community Plan for Increasing Literacy

Funded by:



Prepared by:



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INTRODUCTION

Herkimer and Oneida Counties have strong assets and dynamic potential. We are a welcoming community with a vibrant mix of cultural and ethnic diversity and a wide variety of recreational opportunities. We are 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 many of the nation’s top educational institutions.

Our community is challenged, however, by a silent crisis: nearly half of our residents suffer from low literacy skills, a fact that severely limits the potential for future growth and prosperity.

Our literacy crisis is not unique. International statistics show that the United States as a whole is becoming a less educated nation. The National Commission on Adult Literacy recently reported that the U.S. is the only one out of thirty leading free-market countries where young adults are less educated than their parents. Facing this situation, every American community wants high level/high impact changes to improve education, and we are no exception.

“As community members, we are responsible to advocate for and participate in advancing literacy for all.”

Faced with these conditions, The Community Foundation of Herkimer & Oneida Counties:

- 1) conducted an assessment to examine demands for services and the supply of resources to meet those demands,
- 2) convened a broad range of local stakeholders to form a collaborative effort to address the needs – the Literacy Coalition of Herkimer& Oneida Counties – and
- 3) developed a Community Literacy Plan.

This plan positions the community to comprehensively meet the literacy needs of our community.

At the heart of our work is the belief that, united in our objective and working as a whole, we can change individual expectations and behaviors. The initiative is not reinventing the wheel by creating new programs and services. The coalition is designed to use the power of the community together to move forward. Our premise is based on a belief that the foundation of a thriving democratic society depends on a knowledgeable populace. As community members, we are responsible to advocate for and participate in advancing literacy for all.

At its core, the Literacy Coalition is about realizing human potential, the potential of individuals and of humanity. It is the changed attitudes and behaviors of a unified community along with efficient infrastructure and tools that will raise literacy levels permanently.

The Literacy Coalition is a consensus-building initiative intended to unite the community around how literacy can make a difference, provide economies of scale to existing organizations to efficiently service those in need and provide hope to residents for sustainable change and an improved future. The plan recognizes that no single agency or organization alone can end low literacy. It will need to be a community effort.

Implementation of this plan delivers collective impact by providing a common agenda, a shared measurement system, mutually reinforcing activities, continuous communication and a support organization.

To achieve collective impact, our literacy plan includes:

Common Agenda

Our common vision is: 100% literacy through 100% community engagement. Our community will create a well-coordinated, integrated system for literacy service delivery. We will increase literacy levels through a well-managed coalition of organizations dedicated to the vision of 100% literacy and a belief that literacy is a civil right for those of all ages and backgrounds.

We will have the mechanisms in place for people with limited literacy to gain the skills necessary to succeed in the workforce and for their families to move toward self-sufficiency and an improved quality of life. These mechanisms will be a life-long learning network that will be coordinated by the Literacy Coalition.

This collaborative effort will include:

- ▶ Early Childhood Literacy
- ▶ K-12 Literacy
- ▶ Postsecondary Education
- ▶ Adult Literacy
- ▶ English as a Second Language
- ▶ Family Literacy
- ▶ Workforce Skill Development
- ▶ Health Literacy
- ▶ Digital Literacy
- ▶ Financial Literacy

These activities impact every sector of our region and are critical to long term economic prosperity.

Throughout the region we will...

- ▶ Increase resources for literacy and help target investments for the greatest impact
- ▶ Expand access to literacy services
- ▶ Provide coordination and enhance communication to ensure the most efficient and effective services
- ▶ Spread best practices throughout an integrated system of lifelong learning
- ▶ Provide measurements to ensure accountability
- ▶ Encourage active participation in the region's literacy efforts
- ▶ Identify partners in the community to support the regional literacy effort
- ▶ Keep literacy visible as a top priority



Shared Measurement System: Tracking of Goals and Indicators

The community level goals, listed below, aggregate organizational performance data to identify if we, as a collaborative group, are moving in the direction of raising literacy levels across our region.

Goals:

1. Promote importance of multiple literacies [e.g. basic, health, financial, digital, etc.]
2. Integrate community support
3. Improve early childhood readiness for school
4. Optimize learner success
5. Evaluate literacy interventions and progress in the community

Mutually Reinforcing Activities: Year One

Coalition members' prioritized recommendations developed by planning teams for operational implementation and developed our highest priority objectives for completion by December 31, 2013. Our goals, objectives and strategies progressively take us to our next level of performance and keep it there. See Strategic Action Plan section for detail.

Objective 1: To measure progress, a clear time frame and performance target integrated into each Coalition goal statement.

Objective 2: To improve early childhood readiness for school, align existing curriculums, strategies and new approaches so that they scaffold upon one another to maximum effect.

To optimize learner success,

Objective 3: Strengthen the provision of family literacy services by aligning existing curriculums, strategies and new approaches so that they build upon one another to maximum effect.

Objective 4: Develop expanded learning opportunities for youth.

Objective 5: Quantify the issue of chronic absence from school and develop actions to address the root causes.

Objective 6: Work collaboratively to identify and develop a career pathways action plan and implement early steps.

Objective 7: To promote multiple literacies, provide health literacy resources.

Objective 8: To integrate community support and make life-long literacy growth an ongoing and active priority in the community, develop the branding and tools needed to reach audiences.

Objective 9: To support the Coalition and its members, develop a collaborative resource development process and secure in-kind and financial support.

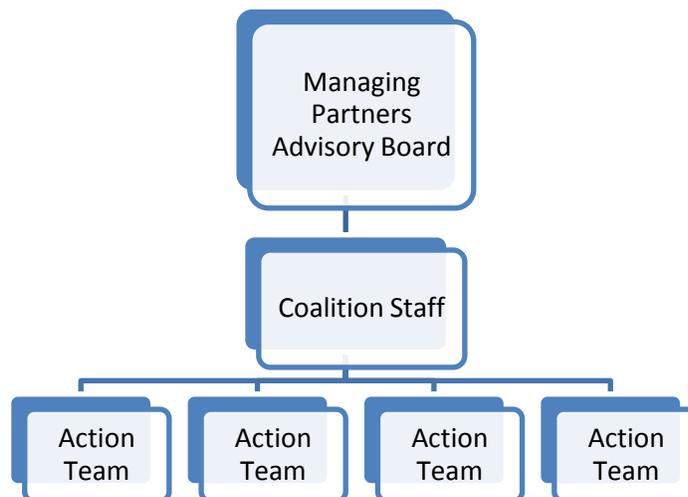
Continuous Communications

Keeping all stakeholders fully informed of the efforts and progress of the Coalition's work is crucial for long term success. Coalition services at the time of launch include:

- ▶ Integration of existing literacy resources
- ▶ Innovation in the content and delivery of literacy programming
- ▶ Best practice tracking and dissemination
- ▶ Provision of help and information to all literacy constituents
- ▶ A unique service brand for maximum consumer engagement

Support Organization

Literacy coalitions are developed in about 120 cities and regions nationwide as a catalyst for positive literacy improvements. Below is an overview of our Coalition infrastructure which illustrates the backbone support role the Coalition staff plays to achieve collective impact.



2013 Action Teams are:

1. Performance Measurement Action Team
2. Early Childhood Literacy Action Team
3. Family Literacy Action Team
4. Youth Literacy Action Team
5. Adult Literacy Action Team
6. Health Literacy Action Team
7. Resource Development Action Team
8. Communication Action Team

This plan provides a community roadmap to guide our continued efforts in increasing literacy in Herkimer and Oneida Counties. We will build the resources to ensure that all of our residents have access to services – as individuals, community organizations, governments, businesses, faith communities, schools and local agencies – we can make this happen.

**Please turn the page and sign our
Declaration of Support**

Literacy Coalition of Herkimer and Oneida Counties

Declaration of Support

At its core, the Literacy Coalition of Herkimer & Oneida Counties is about realizing human potential, the potential of individuals and of humanity. It is the changed attitudes and behaviors of a unified community along with efficient infrastructure and tools that will raise literacy levels permanently. We cannot do this alone; can we count on you to support us?

Goals:

1. Promote importance of multiple literacies
2. Enhance community support
3. Improve early childhood readiness for school
4. Optimize learner success
5. Evaluate literacy interventions and progress in the community

I support the Literacy Coalition of Herkimer & Oneida Counties and its Community Plan for Increasing Literacy, which is a blueprint to streamline literacy services in Herkimer & Oneida Counties.

Name: _____

Title/Position: _____

Organization: _____

Address: _____

Phone: _____

Email: _____

I am signing on behalf of 1) myself or 2) the organization

Signature

Date

I agree to support the Literacy Coalition's Community Plan for Increasing Literacy by committing the following:

Thank you for your support!

Signed **Declarations of Support** can be mailed to:
Literacy Coalition of Herkimer & Oneida Counties
201 Lafayette St. Suite 201
Utica, NY 13502
Or email: larasp@unitedwaygu.org

THE WHY

Did You Know?

Did you know: children who have not developed some basic literacy skills by the time they enter school are 3 to 4 times more likely to drop out in later years?

Did you know: by 8th grade, over 40% of students in 10 out of 11 school districts in Herkimer County are not meeting, or only partially meeting, NYS standards in English Language Arts?

Did you know: as many as 30% of Oneida County youth drop out of high school and this number rises to 42% for those with learning difficulties?

Did you know: adults lacking basic literacy skills are 11% or about 4,300 people in Herkimer County? Herkimer fares slightly better than Oneida County where 13% of the adults lack basic literacy skills. Those lacking basic literacy skills range from being unable to read and understand any written information in English to being able to locate easily identifiable information in short, commonplace text, but nothing more advanced.

The implications for our region's future are deeply disturbing.

School Readiness

Abundant evidence has shown that quality early childhood programs generate enormous long-term benefits: for young people as they grow to become productive adults, for our economy, and for society. Early education also improves third-grade scores, and children who do not read well by the end of 3rd grade are 4 times more likely to drop out.

Just as there is an achievement gap in school performance, there is a school readiness gap that separates disadvantaged children from their more affluent peers. As early as 18 months of age, low-income children begin to fall behind in vocabulary development and other skills critical for school success. Parents play an important role in closing this gap, as do daycare providers, pediatricians, preschools programs, and the broader community.

By the numbers

61 PERCENT of low-income children have no children's books at home.

30 MILLION WORDS Poor children hear as many as 30 million fewer words than their more affluent peers.

AGE 2 By age 2, poor children are already behind their peers in listening, counting, and other skills essential to literacy.

AGE 3 A child's vocabulary as early as age 3 can predict third grade reading achievement.

22 LETTERS By age 5, a typical middle-class child recognizes 22 letters of the alphabet, compared to 9 for a child from a low-income family.

Family Literacy

Literacy is essential to success in today's economy, now more than ever. Family literacy enlists the family as educators. Family literacy programs complement early childhood programs by promoting the parents' literacy and enlisting the family in the education of the child. Reading aloud to children is the most important activity that parents can do to increase their child's chance of reading success. Talking to children about books and stories also supports reading achievement. Research has found that a home environment that encourages learning and emphasizes oral and written communication is more important to student achievement than income, education level, or cultural background.

By the numbers

10 points

Children whose parents are involved with them in family literacy activities score 10 points higher on standardized reading tests.

Five Times

Children spend five times as much time outside the classroom as they do in school, so parents and caregivers must be equipped to support their learning.

\$50,000

A single year of parental education has a greater positive impact on the likelihood of a son or daughter attending a postsecondary institution than does an extra \$50,000 in parental income.

A mother's reading skill

A mother's reading skill is the greatest determinant of her children's future academic success, outweighing other factors, such as neighborhood and family income.

Expanded Learning

Expanded learning covers learning that happens outside the traditional classroom day September through June. Research spanning 100 years proves that students lose ground academically when they are out of school for the summer. The problem is particularly acute among low-income students who lose an average of more than two months in reading achievement in the summer, which slows their progress toward third grade reading proficiency. And it exacerbates the achievement gap with their middle-class peers.

Funders, policymakers, and community leaders can help schools and local organizations address summer learning loss by supporting strong programs engaging more children in summer learning opportunities. Transcending the punitive and remedial model of summer school, summer learning's new form is a blend of core academic learning, hands-on activities, arts, sports, technology, and meaningful relationships.

By the numbers

EACH YEAR

Low-income students lose an average of more than two months in reading achievement in the summer, while their middle-income peers tend to make gains in reading.

AFTER 6 YEARS

By the end of fifth grade, disadvantaged children are nearly three grade equivalents behind their more affluent peers in reading.

PROGRAMS

Several studies of summer learning programs show that students make statistically significant gains in reading performance.

Chronic Absence

Chronic absence is a measure of how much school a student misses for any reason. It is a broader measure than truancy, which only tracks unexcused absences. Starting in the early grades, the percentage of students missing 10 percent of the school year can reach remarkably high levels. These early absences can rob students of the time they need to develop literacy skills. Tracking chronic absence is a data-driven solution that can be built into federal grant applications and can be an integral part of parent engagement programs. It can be a goal for a funder's investment—or a measure of a grantee's success. Chronic absence can also tip off communities to families and neighborhoods in need of further support, since poor school attendance can be an early warning sign of challenging social, economic, and health conditions.

By the numbers

ONE IN 10 Nationally, one in 10 kindergarten students miss nearly a month of school every year.

FIFTH GRADE Among children from low-income families, who lack the resources to make up lost time, chronic absence in kindergarten translated into lower fifth grade achievement.

10% Kindergarteners who miss 10 percent of school days have lower academic performance when they reach first grade. Reading scores for children where English is not their first language were most seriously affected.

Workforce Literacy

Career pathways are systems for training, educating, transitioning, and advancing populations of workers based on industry- and business-specific workforce needs. The model presents a framework for organizing publicly funded workforce and economic development programs, educational institutions, and social services to meet the needs of businesses, students, job seekers, and incumbent workers. No single organization alone can implement career pathways—the model is based upon partnerships.

Bridge programs are a 21st-century idea for helping prepare low-skilled individuals for jobs that require more education. Known by many names—integrated education and training, contextualized learning, embedded skills—bridge programs assist students in obtaining academic, employability, and technical skills they need to enter and succeed in postsecondary education and training, and the labor market.

Bridge programs are suitable for adults and out of school youth who have reading and mathematics skills at or below the ninth-grade level. These individuals may or may not have a high school diploma or GED. Most will have been out of school for a significant amount of time and are not positioned to succeed in postsecondary education and training programs. Bridge programs are housed in community colleges, local school districts, or at workforce agencies or community-based organizations. Their services take the form of GED preparation, English as a Second Language programs, developmental education, or Workforce Investment Act (WIA)-supported career preparation programs.

By the numbers

67 percent of bridge programs identify that completers of their programs are likely to enroll in further education or training within six months.

39 percent of bridge programs indicated completers earn some degree-bearing college credit.

50 percent of bridge programs reported their completers are eligible to enter into a degree-track curriculum program.

Average class size is between ten and 19 students; the average program length is 20 weeks.

Health Literacy

Health literacy is defined by Healthy People 2010 as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions”. Among adults receiving Medicare and Medicaid benefits, 27% and 30% respectively had below basic health literacy levels and those in poverty had lower literacy levels than the rest of the population. Persons with limited health literacy skills are more likely to:

- ▶ Have difficulty navigating the complexity of healthcare systems
- ▶ Misunderstand oral instructions and written instructions from healthcare practitioners
- ▶ Access healthcare support that might be designed for those in poverty or with low literacy
- ▶ Fail to complete courses of treatment or follow medical orders

- ▶ Have disproportionately poor health

By the numbers

Reduce missed work days by 50%

Preventive efforts to decrease instances of asthma in children can reduce the number of missed work days for parents of at-risk children by up to 50% and school absenteeism by 41%.

Reduce emergency room visits by 58%

Providing basic health care education and tools for at risk families reduced emergency room visits by up to 58% and doctor visits by up to 40%, saving individual families an average of \$447 per year. These efforts also reduced the number of missed school days by 28%.

Return on Investment

When the community invests in restructuring literacy services, the Literacy Coalition of Herkimer and Oneida Counties will provide returns on investment in the form of greater efficiency, increased capacity and cost reductions.

Well-designed programs for disadvantaged children age 4 and younger can produce economic benefits that average \$16 for each \$1 spent on programs.



By increasing the high school graduation rates each graduate will earn on average \$267,000 more than a non-graduate over a lifespan.



By reducing the number of people receiving welfare support there is a savings of \$127,000 in the cost over a person's lifespan.



By increasing vocational information and skills training more people will embark on a career ladder rather than get stuck in a dead end low paying job.



By partnering on education and training for inmates and re-entry programs, research shows a recidivism rate at least 20 percent lower than those who did not receive training.



Nationally, by increasing literacy levels unnecessary health care expenses that are attributable to low literacy will be reduced by \$73 billion annually.



A better-educated population benefits our community in myriad ways.

- ▶ Increased tax revenues;
- ▶ Greater business productivity;
- ▶ Increased consumption;
- ▶ Increased workforce flexibility; and
- ▶ Decreased reliance on government financial support.

The economic benefits that accrue to individuals include:

- ▶ Higher salaries and benefits;
- ▶ Enhanced employment opportunities and stability;
- ▶ Higher savings levels;
- ▶ Improved working conditions; and
- ▶ Personal/professional mobility.

Social benefits enjoyed by the public are:

- ▶ Reduced crime rates;
- ▶ Increased charitable giving and community service;
- ▶ Increased quality of civic life;
- ▶ Social cohesion/appreciation of diversity; and
- ▶ Improved ability to adapt to and use technology.

Individuals gain important private social benefits, including:

- ▶ Improved health and life expectancy;
- ▶ An improved quality of life for children and dependents;
- ▶ Better and more informed consumer decision making;
- ▶ Higher personal status; and
- ▶ More time for hobbies and leisure activities.

If just 1,000 local dropouts had instead graduated in Herkimer and Oneida Counties, the additional high school graduates would have likely:

- ▶ Earned an additional \$13 million each year;
- ▶ Spent \$1.1 million more each year on vehicles, and at the midpoint of their careers would have likely been capable of purchasing homes worth \$33 million more than they otherwise would have without a diploma;
- ▶ Supported an additional 89 new jobs and increased the gross regional products of the area by a combined \$16.4 million; and
- ▶ Provided an additional \$3.3 million in state and local tax revenues through increased spending and investment.

There are also indirect benefits to education that go beyond the individual and accrue to society as a whole. Educated workers have more disposable income to spend on consumer goods. Businesses that employ higher skilled workers produce more and better goods, which in turn stimulate business spending. The effect of these two spending items (consumer spending and business spending) is to increase overall income in the economy, which leads to still more spending and more income creation, and so on.

STRATEGIC ACTION PLAN

Goals, Objectives and Strategies

The aim is to integrate all strategies developed into a cohesive and balanced plan of highly focused action that will achieve our overarching long-term vision of *100% literacy through 100% community engagement* in Herkimer and Oneida Counties. All strategic recommendations have assumed a three year timeframe while all tactical actions stated below are projected for Year One. Year One is both an action as well as a developmental year.

Goals:

1. Promote importance of multiple literacies
2. Integrate community support
3. Improve early childhood readiness for school
4. Optimize learner success
5. Evaluate literacy interventions and progress in the community

Objectives and Strategies

First....High-priority, clear, action-orientated, time-bound and practicably achievable goals were formulated and then matched with clusters of 'like' strategies that were developed by the planning teams. Goals mark a clear and well-marked pathway for achieving the aim of this plan.

Objectives define the best pathway for achieving each goal. Strategies define the pathway for achieving each objective. Objectives and strategies are written using the SMAAART acronym - Specific, Measurable, Action-orientated, Affordable, Achievable, Relevant and Time-bound.

Performance Measurement Action Team will:

Objective 1: To measure progress, a clear time frame and performance target integrated into each Coalition goal statement by December 31, 2013.	
Strategies	Complete by:
1. Working with Literacy Powerline’s evaluation team, construct process to evaluate literacy interventions and progress in the community on an ongoing basis.	12/1/2012
2. Develop Coalition baseline community literacy indicators by identifying data sources and developing data sharing agreements.	1/1/2013
3. Building off of the literacy assessments for Herkimer and Oneida Counties, inventory programs and services for inclusion in a community database in conjunction with Communications Action Team.	4/1/2013
4. Evaluate and implement a tool such as the Urban Institute’s Community Platform to provide the necessary web tools for community collaboration and action. <ol style="list-style-type: none"> a. Monitor program outcomes so organizations can track quantifiable program outcome indicators; Users can analyze trends and performance (e.g., graduation rates, number of families served) for individual organizations as well as communities, and coalition members to produce statistics on program 	10/1/2013

<p>accomplishments; organizations can come together, discuss programs, track metrics, and coordinate their service delivery in order to continuously improve the quality of their programs.</p> <p>b. Mapping, so users can quickly map resources—nonprofits, schools, or congregations—as well as needs in their community down to the neighborhood level.</p> <p>c. Develop a centralized directory of goods and services to help organizations partner or share equipment, facilities, goods, services, or volunteers with others.</p> <p>d. Contribute to a comprehensive map of community needs, ranging from literacy to childcare services, transportation, and more.</p>	
<p>5. Use data developed for decision making for selecting priority locations for services as needed e.g. what neighborhoods are best suited for location or expansion of Literacy Zones.</p>	12/31/2013

Early Childhood Literacy Action Team will:

Objective 2: To improve early childhood readiness for school, align existing curriculums, strategies and new approaches so that they scaffold upon one another to maximum effect by December 31, 2013.

Strategies	Complete by:
1. Convene early childcare providers and identify curriculums used in programs. Include the Madison Oneida BOCES Early Childhood Direction Center and the Child Care Council in determining next steps in aligning curriculums.	3/31/2013
2. Determine the number of children receiving <u>quality</u> early childcare services based on accreditation e.g. QUALITYstarsNYstandards.	12/31/2013
3. Support early childcare centers in achieving high quality standards by assisting actions identified to achieve <i>QUALITYstarsNY</i> five star rating. Special focus will be placed on gaps in service in Herkimer County.	12/31/2013
4. In partnership with school districts and early childcare centers, develop common understanding of school readiness and how it is assessed.	12/31/2013
5. Explore and identify methods of building literacy at home with families prior to school such as providing ‘coordinators’ to liaison with schools and families, accessing resources such as Parents as Teachers, and/or implementing age appropriate book distribution programs such as Imagination Library. Evaluate best options for implementation in 2014.	12/31/2013
6. Provide professional development for early childcare centers and parents for early identification of learning disabilities.	Current and ongoing

Family Literacy Action Team will:

Objective 3: To optimize learner success, strengthen the provision of family literacy services by aligning existing curriculums, strategies and new approaches so that they build upon one another to maximum effect by December 31, 2013.	
Strategies	Complete by:
1. Determine scope of parent/caregiver education programs to ensure that parents have opportunities to receive quality parenting skills. <ul style="list-style-type: none"> ▶ Identify programs that engage families in coaching or mentoring and determine need for additional services in the region. ▶ Determine outcomes achieved by existing programs. 	6/30/2013
2. Expand Literacy Zone programming by adding flexible class times and adding locations in communities of high need.	7/31/2013
3. Explore implementation of research and evidenced-based family literacy programming (Even Start model) using multiple partners (e.g. Head Start, Universal Pre-K, school districts, Literacy Zones) and funding streams to be delivered at multiple sites.	12/31/2013

Youth Literacy Action Team will:

Objective 4: To optimize learner success, develop expanded learning opportunities for youth by December 31, 2013.	
Strategies	Complete by:
1. Inventory afterschool and summer learning opportunities to determine gap in services.	1/9/2013
2. Identify and promote evidenced-based programs that incorporate literacy skills into enriching summer activities.	1/31/2013
3. Establish afterschool and Saturday programs through churches and other community based organizations utilizing volunteers.	6/30/2013
4. Support expansion of library use and programming.	ongoing
Objective 5: To optimize learner success, quantify the issue of chronic absence from school and develop actions to address the root causes by December 31, 2013.	
1. Identify chronic absence issue by getting, sharing and monitoring chronic absence data from each school district.	TBD 11/16/2012
2. Nurture a community culture of school attendance by enlisting nonprofits to provide necessary supports outside the classroom.	
3. Encourage school districts to offer positive supports before taking punitive action for chronic absence.	
4. Provide information to homes so that parents understand that attendance matters to academic success and so they can advocate for their children.	
5. Create community recognition for good and improved attendance.	

Adult Literacy Action Team will:

Objective 6: To optimize learner success, work collaboratively to identify and develop a career pathways action plan and implement early steps by December 31, 2013.

Strategies	Complete by:
1. Convene education, workforce, economic development, employer, and labor groups to identify occupations of importance to our region, and map the requirements of entry and advancement at successive levels in each field. Conduct a gap analysis to assess how well existing education, workforce, and social services support worker access and advancement in the target fields, identifying challenges and weaknesses.	2/15/2013
2. With input or guidance from business and industry, convene front-line staff from partner agencies, including education, workforce, and social services, to rethink partner programs and services to support career entry and advancement in the target sector(s) for out of school youth and adults. Identify costs and develop a funding strategy.	4/30/2013
3. Systematically track education and labor market outcomes at each level, and continually modify programs and services to support advancement. Continue to evaluate program changes to ensure that they produce the desired improvements.	9/15/2013
4. Operationalize plans for out of school youth and adult program development, marketing and recruitment, delivery of programs and support services, job development, and outcomes tracking. Consider implementing strategies in stages, rolling out and beta-testing aspects of programs.	10/31/2013
5. Increase opportunities for internships and apprenticeships in line with career/college path goals for high school students, out of school youth and adults.	TBD 4/30/2013
6. Expand college visit programs to include opportunities to sit in on classes and/or shadow students for high school students, out of school youth and adults.	
7. Develop and implement job shadowing programs for high school students, out of school youth and adults.	
8. Improve program recruitment and retention rates including: improved goal setting and expectations, motivational activities and incentives and barriers such as transportation and childcare.	

Health Literacy Action Team will:

Objective 7: To promote multiple literacies, provide health literacy resources by December 31, 2013.

Strategies	Complete by:
1. Identify populations/communities in need of services.	3/31/2013
2. Evaluate best-practice programs to meet identified community needs and develop plan for implementation.	6/30/2013
3. Make available a community resource guide of services in multiple languages in print and online in user friendly language.	12/31/2013

Creating a community culture where life-long learning is a core value as well as keeping all stakeholders fully informed of the efforts and progress of the Coalition’s work is a communication responsibility.

Communications Action Team will:

Objective 8: To integrate community support and make life-long literacy growth an ongoing and active priority in the community, develop the branding and tools needed to reach audiences by December 31, 2013.

Strategies	Complete by:
1. Create a 360 degree <i>branded</i> touch point program to support, service and motivate the target audience within their daily lives. Audiences will be sub-segmented and focus groups conducted to determine what would reach them. <ul style="list-style-type: none"> a. <i>The Parent Brand</i> – focus on constituencies needed to build the Coalition’s literacy infrastructure and general literacy awareness b. <i>The Service Brand</i> – this brand will be the consumer face for the Coalition to be understandable and motivating for consumers of literacy services. 	ongoing
2. Create logo and brand name for both Parent and Service Brands.	3/31/2013
3. Develop collateral materials (brochures, posters) that are culturally diverse as outreach vehicles for both Parent and Service Brands.	3/31/2013
4. Develop Coalition website with provider information included	6/30/2013
5. Create consumer service offerings to reduce the barriers of literacy program adoption and retention. Services currently in development include: <ul style="list-style-type: none"> a. A professionally staffed Information & Referral help line (confidential) b. A referral database (with key criteria) for “best fit” literacy providers in conjunction with Performance Measurement Action Team. Identifying no cost, low cost and pay for services options. c. Concierge services: scheduling, reminder and transportation coordination d. Off-site program coordination: on-the-job, self-administered and organizational group settings e. In-home program coordination: adult, early childhood, family tutoring f. Tech-based program solutions (e.g. mobile applications) g. Personal Service Reps: tracking, feedback, conflict resolution, etc... 	9/30/2013
6. Execute marketing strategy with specific tactics that accomplish each of the objectives throughout the year. Examples to be considered are: <ul style="list-style-type: none"> a. Recruitment of volunteers to be tutors and mentors b. Raise awareness about existing digital literacy programs c. Raise awareness about existing financial literacy programs d. Promotion of Mohawk Valley Community College’s Future’s Academy and other programs as a way to make college more desirable 	6/30/2013
7. Develop measures for marketing objectives including:	9/30/2013

<ul style="list-style-type: none"> a. Generate awareness within target communities so end-users of services know where to go and what to do to take advantage of literacy services. b. Generate support for the Coalition and its goals. 	
8. Evaluate the effectiveness of the first year's marketing efforts and update the marketing plan for the next year.	9/30/2013

Vital budget and resource considerations are integrated in to the overall planning process to ensure all planned actions have the resources to support them.

Resource Development Action Team will:

Objective 9: To support the Coalition and its members, develop a collaborative resource development process and secure in-kind and financial support by December 31, 2013.	
Strategies	Complete by:
1. Implement Declaration of Support endorsement process to gain financial and in-kind support.	12/31/2012
2. Utilize local Funders Council to review and determine coordinated funding support for literacy.	12/31/2012 and ongoing
3. Partner with local and statewide foundations to discuss how their missions are linked to literacy.	1/7/2013
4. Evaluate volunteer recruitment, training and placement alternatives.	2/28/2013
5. Develop process for accessing collaborative funding opportunities to include announcements sent out to members, determination of interested parties, determination of lead agency, roles and responsibilities of partners.	3/31/2013
6. Develop a resource sustainability plan for the Coalition and to support high performing programs.	5/31/2013
7. Develop local literacy resource bank (trainings, Re\$ourcLine, etc.) to create opportunities to collaborate on an ongoing basis.	Online by 9/30/2013
8. Secure resources for high priority coalition initiatives and increase the current 'pie' and track the return on investments as needed.	12/31/2013

APPENDIX A: GOALS AND INDICATORS

Goals	Indicators
<i>Improve early childhood readiness for school</i>	Children born healthy - reduce #/% of low-birth weight infants; reduce # of births to teens parents
	Percent children ages 1 to 5 whose family members read to them 3 days per week or more
	Number of children ages 3 and over enrolled in nursery school or kindergarten (% enrolled out of all children that age)
	Number childcare providers participating in quality improvements at all levels
	Number childcare providers rated as top quality
	Percent of kindergartners assessed as ready for school
	Number of books distributed—homes, childcare center, health clinics, etc.
	Library visits per capita
	Percent of children in single-parent families
	Number (%) of providers offering parenting classes
	Number enrolled in summer learning programs
<i>Optimize learner success</i>	Percent of children that fail one of the first three grades
	Student retention rate
	Attendance rate at school
	Chronic absenteeism rate (10 or more absences in year)
	Number enrolled in summer learning programs
	Teen mothers ages 15 to 19 (rate/1000)
	Districts making Adequate Yearly Progress as identified by NCLB
	School districts that did not meet state performance standards and are in improvement plan
	Percent 3 rd graders testing below standard in math/reading
	Percent 8 th graders testing below standard in math/reading
	Number students receiving subject tutoring
	Average freshman cohort graduation rate of public high school students
	% of students in graduating students continuing on to college, military, vocational or full-time employment
	Incoming college freshman needing remedial courses (2-yr college) (%)
	Incoming college freshman needing remedial courses (4-yr college) (%)
	Adults lacking ²¹ basic prose literacy skills (est.)

APPENDIX A: GOALS AND INDICATORS (Cont'd.)	
	Enrollment in Adult Basic Education
	# of GEDs attained
	Percent adults (25+) without a HS diploma or equivalent
	Percent over age 5 who speak English less than “very well”
	# of internships/apprenticeships offered
	# of people attending/passing computer classes
	Student hours in service learning
	# of learners completing financial literacy classes
	# of career exploration classes and attendance
	# of contact hours between school and parent/guardian
	Number unemployed (%)
	Percent in poverty
	# on public subsidies (\$)
	# of new jobs created
	Average weekly wage of all jobs in all industries
	# of contacts with legislators
<i>Promote importance of multiple literacies</i>	# of contacts with key influencers
	# of public presentations
	# of public vehicles where literacy message is published e.g. special newspaper inserts, op ed letters
	Belief & behavior as measured by survey
	Policy changes made
	# of volunteers recruited and trained
<i>Integrate community support</i>	# student community service hours
	# scholarships awarded
	# new scholarships created
	# and amount of new funds created
	# and amount of grants secured
	# of amount of endorsements secured
	In-kind support secured
	# of new partnership built and quality of partnerships
<i>Evaluate literacy interventions and progress in the community</i>	# of literacy provider trainings conducted
	# of providers using common outcomes measures across program types
	# of programs officially accredited

APPENDIX B: LITERACY COALITION PLANNING TEAM MEMBERS

Name	Affiliation
Ali Hassani	Utica City School District
Alison Swartz	Herkimer County Health Net
Amanda Eddy	Oneida County Health Department
Amy James	Hamilton College
Ann Bush	Rome City School District
Ann Maher	SUNY Institute of Technology
Anne Lansing	Utica Safe Schools Healthy Students
Barb Dunadee	Herkimer BOCES
Barbara Britt Hysell	Hamilton College
Barbara Henderson	The Community Foundation of Herkimer & Oneida Counties, Inc.
Ben Crossley	M&T Bank
Beverly Babcock	Community Member
Burt Danovitz	Resource Center for Independent Living
Carol Ginster	ACCESS-VR
Carol Mandour	Community Member
Cassandra Baber	The Community Foundation of Herkimer & Oneida Counties, Inc.
Chip Bassett	Herkimer-Oneida Counties Comprehensive Planning Department
Chris Willemsen	Hamilton College
Christy Stephenson	Mohawk Valley Community College Cstep/Step
Cindy Marsh	Waterville Schools
Colleen Wuest	Madison Oneida BOCES
Darby O'Brien	Utica Public Library
Dave Zogby	Utica Municipal Housing Authority
David Manzelmann	M&T Bank
Deb Kidder	Herkimer BOCES
Deborah Wilson-Allam	Utica City School District
Diane Lamphear	Herkimer BOCES
Dianne DiMeo	Utica Community Health Center
Dick Notebaert	Community Member
Dr. Richard Quest	Mohawk Valley Community College
Eddie Weintraub Danovitz	Sylvan Learning Center
Elizabeth Anmadov	Center for Family Life and Recovery
Elizabeth Bradbury	Utica College
Elizabeth Cooper	Observer Dispatch
Elizabeth Rossi	SUNY Institute of Technology
Ellen Holm	Resource Center for Independent Living

APPENDIX B: LITERACY COALITION PLANNING TEAM MEMBERS

Name	Affiliation
Emily St. Clair-Lee	Kirkland Art Center
Flossie Mitchell	Young Scholars
Franca Armstrong	Mohawk Valley Community College
Gerda Mortelette	Perinatal Network
Greg Kovacs	Samaritan Counseling Center of the Mohawk Valley
Heather Urtz	Mid-York Library System
Holly McNamara	BOCES Consortium of Continuing Education
Jackie Blaszczyk	Say Yes Syracuse
Jackie Edwards	Herkimer BOCES
Jason Stefanski	Madison-Oneida BOCES
Jeff Reynolds	Waterville Public Library
Jen Milligan	Sherrill-Kenwood Library
Jennifer Recht	Mid-York Library System
Jerome Anderson	BOCES Consortium of Continuing Education
Jessica Holdridge	BOCES Consortium of Continuing Education
Joanne Donaruma	The ARC of Oneida Lewis
Joanne Joseph	SUNY Institute of Technology
Joelle Taylor	BOCES Consortium of Continuing Education
John Mirante	Utica Municipal Housing Authority
Karen Taugher	Utica Volunteer Reading Tutors Program
Kari Barber	Kids Oneida
Katherine Marcoux	MAMI Interpreters
Kathleen Rinaldo	BOCES Consortium of Continuing Education
Kathryn McCauley	Mid-York Library System
Keith Fenstermacher	The Community Foundation of Herkimer & Oneida Counties
Kevin Marken	Mohawk Valley Resource Center for Refugees
Kevin Perez	Mid-York Library System
Khinsoe Moe	Utica City School District
Kimberly Scott	Literacy Powerline
Kimberly Lazarek	Community Member
Krista Drake	Oneida County Health Department
Kristina Karrat	BOCES Consortium of Continuing Education
Lara Sepanski Pimentel	Literacy Coalition of Herkimer & Oneida Counties
Larry DiCesare	BOCES Consortium of Continuing Education
Lillie Savage	BOCES Consortium of Continuing Education
Lindsey Hagan	Hamilton College

APPENDIX B: LITERACY COALITION PLANNING TEAM MEMBERS

Name	Affiliation
Lori Calabrese	United Way of the Valley and Greater Utica Area
Lorraine Bouchard	Herkimer BOCES
Margaret O'Shea	The Community Foundation of Herkimer & Oneida Counties, Inc.
Marguerite Lynch	Excellus BlueCross BlueShield
Marie Grose	Herkimer Area Resource Center
Marie Piayai	The Community Foundation of Herkimer & Oneida Counties, Inc.
Marissa Falitico	Assemblyman Brindisi's Office
Marj Moore	Herkimer County Community College
Mark DeSalvo	Utica City School District
Mark Morrissey	Morrissey Commercial Persuasion
Mary Clare Hatch-Pannello	Family Advocacy Center
Mary Hayes Gordon	Utica College Young Scholars
Mary Kline	Herkimer BOCES
Mary Stronach	MAMI Interpreters
Melanie Lamanna	Mohawk Valley Community Action Agency
Michael Babcock	Utica City School District
Mickey Smith	Utica City School District
Nicholas Sbarra	Literacy Volunteers of America, Inc.
Pamela Martin	BOCES Consortium of Continuing Education
Pat Lawson	Mohawk Valley Community Action Agency
Patrice Van Nortwick	Neighborhood Center
Patricia Skelly	Oneida-Herkimer-Madison BOCES
Patrick Johnson	Mohawk Valley Community College/Hoops & Dreams
Paula Gilroy	Rome City School District
Paula Quick	Dolgeville Central School
Rachel Campbell	BOCES Consortium of Continuing Education
Rachel Jacobson	Center for Family Life and Recovery
Ray Allen	North Utica/Whitestown Rotary
Rhiannon Pysnik	Mohawk Valley Community Action Agency
Rick Short	Indium Corporation
Rita Kenyon	BOCES Consortium of Continuing Education
Rob Myers	Kelberman Center, Inc.
Roberta Matthews	Herkimer BOCES
Robin Robinson	United Way of the Valley and Greater Utica Area
Rochelle Fredsell	Utica College Young Scholars
Ronald Vincent	Office of Mental Health

APPENDIX B: LITERACY COALITION PLANNING TEAM MEMBERS

Name	Affiliation
Roxanne Mutchler	SUNY Institute of Technology Small Business Development Center
Ruth Curtis	Community Member/Bridges Out of Poverty participant
Sarah Bogar	Mohawk Valley Community College Educational Opportunity Center
Sharon Topi	Hamilton College
Shelley Bartolotti	Community Member
Shelly Moore	Early Childhood Direction Center
Sr. Luanne Carmon	Thea Bowman House
Stacey Tilher	Rome City School District
Stephanie Dietz	Oneida-Herkimer-Madison BOCES
Steve Darman	Social Science Associates
Sue Miller	Madison-Oneida BOCES
Susan Sepanski	Retired Teacher
Tammy Ablang	Childcare Council of Cornell Cooperative Extension
Tanya Gadziala	Mohawk Valley Community College
Thalita Bovo	Mohawk Valley Resource Center for Refugees
Tiffany Jones	Community Member/Bridges Out of Poverty participant
Tim Trent	Community Member
Tracy Sommer	Resource Center for Independent Living
Tricia Stemkoski	Rome City School District
Victoria Alexander	SUNY Institute for Technology
Wanda Bruchis	Mid-York Library System
Wendy Waters	Rome City School District
William Carroll	Office of Mental Health

APPENDIX C: LITERACY LANDSCAPE: PROVIDERS AND SERVICES

Herkimer County Literacy Services/Providers	ACCESS-VR	Bassett Healthcare	Catholic Charities of Herkimer Co	Center for Family Life & Recovery	Child Care Council of Cornell Coop Ext	Consumer Cr Counseling of CNY	Cornell Coop Ext of Herkimer Co	Dolgeville-Manheim Public Library	Dolgeville CSD	Frank J. Basloe Public Library	Frankfort Free Library	Frankfort-Schuyler Central School	Herkimer ARC	Herkimer BOCES	Herkimer CSD	Herkimer Co Community College	Herkimer Co HealthNet	Herkimer Co Public Health	Herkimer Co Public Health - Children	Herkimer Co Sheriff's Office	Herkimer Co Working Solutions	Herkimer Rotary	Ilion CSD	Ilion Free Public Library	Jordanville Public Library	Kids Herkimer
Adult Basic Education													X	X												
Apprenticeship																										
Basic Math													X	X												
Citizenship																										
Computer Literacy										X	X	X	X													
Credential & Certificate Programs										X	X			X							X					
Early Childhood				X			X						X	X	X	X			X					X	X	
English Language Learners												X	X	X												
Family Literacy													X													
Financial Literacy					X								X	X												X
GED Preparation							X						X													
GED Testing													X													
Health Literacy						X					X	X	X	X	X	X	X	X	X							X
Homework Help		X											X	X	X											X
Incarcerated Education					X								X													
K-12 School							X				X	X	X	X									X			
Life Skills Training																										X
Learning Disabilities Assessment												X	X		X											
Learning Disabilities Tutoring													X			X										
Native Language Literacy																										
Out-of-School Youth													X	X							X					X
Parenting Education													X	X		X	X									X
Parole and Probation																										
Post-secondary Prep																										X
Pre-K							X				X	X	X	X												
SAT/ACT Prep																										
Subject Tutoring		X											X			X										X
Vocational ELL																										
Vocational Training													X	X												
Volunteer Training																										
Workforce Literacy													X	X		X					X					X

APPENDIX C: LITERACY LANDSCAPE: PROVIDERS AND SERVICES

Herkimer County Literacy Services/Providers	Kirby Library	Learning Disabilities Assoc of MV	Little Falls City CSD	Little Falls Public Library	Little Falls YMCA	Middleville Free Library	Mid -York Childcare Coord. Council	Mohawk Central School District	MV Community Action Agency	Newport Free Library	Old Forge Library	Owen D. Young Central School	Poland CSD	Poland Library	Rescue Mission	Resource Center for Ind. Living	Town of Webb Union Free CSD	Weller Library	West Canada Valley CSD	West Winfield Library
Adult Basic Education											X				X	X				
Apprenticeship																				
Basic Math					X										X	X				
Citizenship																				
Computer Literacy	X		X		X										X	X		X		X
Credential & Certificate Programs																				
Early Childhood	X		X					X	X	X				X						X
English Language Learners																				
Family Literacy																				
Financial Literacy					X										X	X				
GED Preparation										X					X					
GED Testing																				
Health Literacy			X																	
Homework Help						X	X							X						
Incarcerated Education																				
K-12 School			X					X				X	X				X			X
Learning Disabilities Assessment		X																		
Learning Disabilities Tutoring		X														X				
Native Language Literacy																				
Out-of-School Youth			X													X				
Parenting Education																X				
Parole and Probation																				
Pre-K								X												
Subject Tutoring															X	X				
Vocational ELL																				
Vocational Training																				
Volunteer Training																				
Workforce Literacy																				

APPENDIX C: LITERACY LANDSCAPE: PROVIDERS AND SERVICES

Oneida County Literacy Services/Providers	ACCESS-VR	Adirondack CSD	AmeriCU Credit Union	Boonville Public Library	Boys & Girls Clubs	Camden CSD	Camden Public Library	Catholic Charities	Ctr for Family Life & Recovery	Clayville Public Library	Clinton CSD	Cornell Cooperative Extension	Dunham Public Library	Excellus BC&BS	Faxton-St. Lukes Hospital	GPO Federal Credit Union	Hamilton College	Head Start/MVCAA	Holland Patent CSD	Holland Patent Public Library	House of the Good Shepherd	Jervis Public Library	Johnson Park Center	Kids Oneida	Kirkland Arts Center	Kirkland Town Library
Adult Basic Education																										
Apprenticeship																										
Basic Math																							X			
Citizenship									X								X									
Computer Literacy																							X			
Credential & Certificate Programs																										
Early Childhood									X									X								
English Language Learners																	X									
Family Literacy																										
Financial Literacy			X				X					X				X										
GED Preparation																										
GED Testing																										
Health Literacy							X	X					X													
Homework Help				X			X										X						X			
Incarcerated Education									X								X									
K-12 School					X						X								X							
Life Skills Training				X																						
Learning Disabilities Assessment																										
Learning Disabilities Tutoring																										
Native Language Literacy																										
Out-of-School Youth							X	X															X			
Parenting Education							X	X									X	X								
Parole and Probation																										
Post-secondary Prep																										
Pre-K																										
SAT/ACT Prep																										
Subject Tutoring																	X									
Vocational ELL																										
Vocational Training								X																		
Volunteer Training								X									X									
Workforce Literacy								X															X			

APPENDIX C: LITERACY LANDSCAPE: PROVIDERS AND SERVICES

Oneida County Literacy Services/Providers	Labor Unions	Learning Disabilities Assoc	Literacy Volunteers	M&T Bank	Madison-Oneida BOCES	MidYork Child Care Coord	MidYork Library System	MV Community College	MV Inst for Learning Retire	MV Resource Ctr Refugees	Neighborhood Center	New Hartford Public Library	NY Mills Union Free School	NY Mills Public Library	Oneida County Health Dept.	Oneida City Sheriff's Dept	OC Working Solutions	Oriskany CSD	Oriskany Public Library	Parkway Senior Center	Remsen CSD	Remsen Public Library	Rescue Mission	Resource Ctr for Ind Living	Rotary International - Utica	Rome City School District
Adult Basic Education			X		X				X														X	X		
Apprenticeship	X																									
Basic Math					X				X														X	X		
Citizenship					X																					
Computer Literacy					X	X				X							X			X			X	X		
Credential & Certificate Programs					X																					
Early Childhood					X	X	X			X																
English Language Learners			X		X																					
Family Literacy																										
Financial Literacy				X	X																		X	X		
GED Preparation					X												X						X			
GED Testing					X																					
Health Literacy					X									X												
Homework Help						X																			X	
Incarcerated Education					X	X																				
K-12 School												X						X		X						X
Life Skills Training																										
Learning Disabilities Assessment		X																								
Learning Disabilities Tutoring		X																						X		
Native Language Literacy																										
Out-of-School Youth					X												X							X		
Parenting Education																								X		
Parole and Probation																	X									
Post-Secondary Prep																										
Pre-K						X																				
SAT/ACT Prep																										
Subject Tutoring																							X	X	X	
Vocational ELL										X							X									
Vocational Training					X																			X		
Volunteer Training																										
Workforce Literacy					X	X																	X	X		

Oneida County Literacy Services/Providers	Rome Memorial Hosptl	Sauquoit CSD	Sherrill City School	Sherrill-Kenwood	St. Elizabeth Med Ctr.	St. Eliz College of Nursing	SUNY Inst. of Technology	Sherrill-Kenwood Library	Sylvan Learning Center	Thea Bowman House	UNHS NeighborWorks	Utica Ctr Development	Utica City School District	Utica College	Utica Community Health Ctr	Utica Muni Housing Auth	Utica Public Library	Utica School of Commerce	Waterville Public Library	Westmoreland CSD	Westmoreland Pub Library	Whitesboro CSD	Young Scholars	Youth Empowerment Prject	YWCA
Adult Basic Education												X													
Apprenticeship																									
Basic Math														X											
Citizenship												X													
Computer Literacy						X	X					X	X			X								X	
Credential & Certificate Programs																									
Early Childhood				X		X						X				X									
English Language Learners									X			X													
Family Literacy																									
Financial Literacy										X						X							X		
GED Preparation												X													
GED Testing																									
Health Literacy												X													
Homework Help							X	X	X			X	X			X							X		
Incarcerated Education																									
K-12 School	X	X																							
Life Skills Training																									
Learning Disabilities Assessment												X													
Learning Disabilities Tutoring												X	X												
Native Language Literacy																									
Out-of-School Youth									X							X									
Parenting Education									X							X							X		
Parole and Probation																									
Post-Secondary Prep																									
Pre-K																X									
SAT/ACT Prep																									
Subject Tutoring								X	X			X	X			X							X		
Vocational ELL												X													
Vocational Training																									
Volunteer Training																									
Workforce Literacy																X									