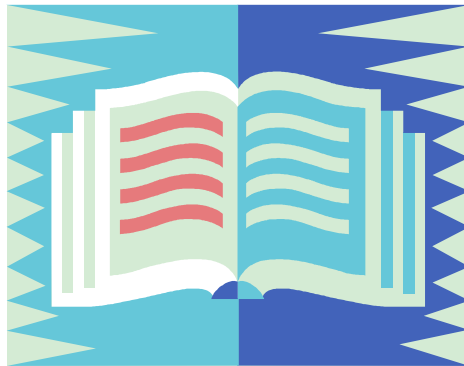


Community Report:

Literacy

Recognizing the Issue



October 2003



CENTRAL NEW YORK
COMMUNITY
FOUNDATION, INC.



TACKLING LITERACY

Choosing the Right Direction

	Page
Executive Summary.....	1
Introduction.....	1-2
Key Learnings.....	3-5
Getting the Big Picture: Understanding the Many Facets of Literacy	
Reasons Why People Struggle.....	6
Trends in the Field.....	6
Infrastructure Challenge.....	7
Barriers to Delivering the Best Programs.....	7
Barriers to Accessing Literacy Programs and Learning to Read.....	8
Community Profile.....	9
Program Areas and Key Issues	
Early Childhood Development.....	10-11
School-Based Literacy.....	12-13
Out-of-School Programs.....	14
Adult Literacy.....	15-16
Family Literacy.....	17-18
Appendix	
Organizations and Contacts Interviewed.....	19-22

TACKLING LITERACY:

Choosing the Right Direction

Executive Summary

The Central New York Community Foundation's Board of Directors selected literacy as the target of a proactive grantmaking initiative. Tackling literacy closely fits our mission, to enhance the quality of life for those who live and work within our community. Literacy is a quality of life issue that impacts everyone at all stages of life. The challenge is to design an initiative that is appropriate in scale and scope for Foundation grants to have a visible impact in a realistic, finite time frame.

Foundation staff conducted a community scan to gather information about literacy programs and the environment in which they operate. The community scan provides insights into the larger issues and profiles many programs in Onondaga and Madison counties. The report contains the key items learned from this effort. The information, both local and across the nation, provides the basis for the design of funding initiatives.

Staff found the literacy community eager to share information and very excited about the prospect of Community Foundation support for this critical issue.

Introduction

Objective:

The objective of this report and ensuing discussions with the Proactive Grantmaking Committee are to determine the optimal funding strategy that meets the intended outcomes for our literacy initiative.

Steps Taken:

In March 2003, the Foundation's Board of Directors selected the topic of literacy to be addressed by a proactive grantmaking effort. In May, the Proactive Grantmaking Committee determined that the scope of the initiative should cover both Onondaga and Madison counties and all age categories from early childhood to adult. The staff then conducted a community scan. The purpose of the scan was to determine the current state of literacy, to develop a compendium of potential partners and their roles, and to identify opportunities, needs and gaps.

Benefits of the research include: (a) establishing the issue as verifiably important; (b) providing illustrations on how other communities responded to this issue; (c) providing authoritative information on which to base the next steps; (d) providing baseline data against which to measure progress; and (e) for purposes of this initiative, defining literacy.

Staff conducted 67 interviews with direct service providers, support organizations and others that serve in advisory roles. We compiled the list of interviewees from the membership list of the Greater Syracuse Family Literacy Alliance and the lists of service providers on the

Onondaga County Public Library and Rotary's Web sites. We asked in each interview if there were others that should be included to ensure as complete a list as possible.

A literacy database was created to tabulate the results of the community scan interviews for further evaluation. Information captured included organization, contact, program(s) information, as well as responses to literacy "big picture" (overview) questions. Findings by program area are provided later in this report on pages 10 thru 18. The five program areas include: early childhood development, school-based, out-of-school, adult and family literacy programs.

The interviews and research on programs in other communities provided a listing of possible funding strategies. The staff screened the options using the following criteria:

- impact on community,
- ability to raise standard of professional practice,
- scale and scope were realistic in a finite time period,
- measurable outcomes, and
- sustainability.

Additional interview factors:

Participants in the interviews were very responsive and generous with their time and thoughts. The Community Foundation is addressing what is seen as a very critical and challenging issue and that has generated a great deal of excitement. To the best of our knowledge, the information that was shared with the Community Foundation about the literacy field and specific programs is accurate. Many views were based on people's perceptions and may have been subjective. Program information was taken at face value; while we did not conduct any due diligence efforts, we tried to apply common sense. We had a high response rate to our request for interviews, yet we recognize the possibility that some literacy providers were overlooked. Any oversight was not intentional, and we will add further providers as they are located.

Key Learnings

Definition

The National Assessments of Adult Literacy (through its National Adult Literacy Survey conducted in 1992 and adopted by Congress in 1993) gave this outcomes-based definition of literacy:

"Literacy is using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential."

Literacy means more than simply knowing how to read; it also means having the necessary mathematical and verbal skills to be a functional and productive citizen. Literacy is a critical life skill for people of all ages.

None of the social or economic challenges we face can be overcome without assuring that all members of our communities have the literacy skills they need. 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 progress professionally,
- for people to make informed decisions about civic and health issues,
- for people to navigate in this new information and technological era, and
- for communities to combat the forces of poverty and crime.

What Other Communities Have Done

Communities across the country have tackled literacy issues in a variety of ways. The most common approach has been to form a nonprofit, community and corporate collaborative that works as a clearinghouse for information and provides programming support for literacy services.

Literacy coalitions serve a number of essential functions. They:

- coordinate comprehensive community-wide literacy plans,
- provide a one-stop source of information on literacy learning and volunteer opportunities,
- facilitate networking and collaboration among literacy service providers,
- offer professional development and technical assistance to literacy service providers,
- collect data and hold literacy service providers to standards of accountability,

- offer policymakers an overview, as well as detailed information, on a community's literacy activities and needs,
- speak with one strong voice to advocate for literacy,
- attract resources and disseminate them for the greatest impact, and
- draw public attention to the cause.

Examples of Coalition Work in Other Communities

- The **San Diego Council on Literacy** was recognized by the United Way of America as a "Selected Model of Collaboration."
- The **Palm Beach Literacy Coalition** has a successful communications committee of print, radio and TV media representatives that coordinates a community-wide awareness campaign.
- Each year the **Literacy Assistance Center (LAC) in New York City** supports over 1,000 practitioners attending LAC professional development workshops, training institutes, and panels on curriculum, instruction, research, policy, and program operation, as well as meeting with LAC literacy specialists for individualized technical assistance.
- The **Houston READ Commission** manages 60 AmeriCorps members tutoring and teaching in 30 community-based organizations and schools.
- Each year the **Boston Adult Literacy Fund** raises funds to pass through to area service providers by hosting a "grown-up spelling bee."

Local Coalitions

In Syracuse, two coalitions have emerged in recent years that provide a forum for networking. The Greater Syracuse Family Literacy Alliance (GSFLA) is a collaboration of 48 individuals from 34 different organizations who are concerned about strengthening and expanding family literacy services in Greater Syracuse. The Alliance is part of a state network of 11 Alliances under the umbrella of the NYS Family Literacy Alliance.

The Literacy Coalition of Onondaga County focuses on adult literacy issues and works towards the goals of telling the public about literacy issues, increasing awareness about the effect of literacy on family, health & employment, and supporting and improving the delivery of literacy services.

These two coalitions are working together and have provided a basis for literacy providers and others to share information regarding their programs and a platform for moving literacy efforts forward. To date the efforts have not resulted in any formal commitment or strategy.

An ad-hoc group of leaders from the GSFLA, motivated by the Post-Standard's award winning series of twelve articles on literacy (January 14, 2001 – December 16, 2001), have met several

times over the last year and a half to create a comprehensive Greater Syracuse Reads initiative. They have developed an early draft of a plan that includes all facets of the issue. In October, they plan to circulate the draft to the other members of GSFLA for comment. They have not established any further steps or strategies for taking the concept forward. They are considering the goal of creating a “white paper” to inform the community about the importance of a coordinated, comprehensive literacy services delivery system. This opportunity is not developed enough to be considered for funding.

Baseline Data

We found that baseline data for measuring progress is sketchy. One objective of our community scan was to gain a clear idea of where the community stood today on levels of literacy. The establishment of a “Point A” would assist us in measuring the impact of our initiative and establishing a clear “Point B” as a goal. This was not found to be currently possible.

As a result, one potential funding strategy is to launch an accountability initiative and develop community literacy standards.

Related Initiative

A community work-force audit is being conducted in Central New York related to assessing employer workforce needs and available training venues. The audit will include the determination of literacy skills required and what is currently available. The organizations leading the effort include Onondaga Community College, the Greater Syracuse Central Labor Council, the Syracuse Workforce Development Center, CNY Works and the MDA. Mark Dengler from Research & Marketing Strategies, who is conducting the audit, said that their early findings show that there is a need for basic life skills. Basic life skills, including literacy, were especially needed at the entry-level positions and those just entering the workforce. Another preliminary finding is that additional English as a Second Language services are needed for the 3,000 to 4,000 immigrants that were in the workforce. Dengler offered to share the results of this audit with the Foundation upon completion, which should be early this fall. It appears that the right partners are in place to garner the resources to address the recommendations that will result from this work.

Getting the Big Picture: Understanding the Many Facets of Literacy

Reasons Why People Struggle

Parents sometimes lack basic literacy skills. As a result, their children are often deprived of opportunities to be read to by their parents. Research consistently shows that the best way to prepare a young reader is to read to that child. Parents who lack basic literacy skills are rarely seen reading. Their children do not witness the act of reading and do not understand the role and importance of reading.

Many people do not learn to read because of differences in learning style or learning disabilities. Schools and parents do not always detect that a child has a learning difficulty. Not all classroom instruction provides alternative methods for children who have learning difficulties, even though teaching strategies do exist that can help these children acquire literacy.

Definitions of literacy are dependent on the needs of society. The average job now requires two years of education beyond high school. Sixty years ago, a person was considered literate if he/she could sign his/her name. Those days are gone.

Adults often know that they are deficient in their literacy skills. They know that illiteracy affects them in their roles as parents, citizens, and/or workers. Despite this knowledge, most adults are reluctant to ask for literacy assistance because of embarrassment, personal obstacles such as transportation and child care, and lack of knowledge or misconceptions about available literacy services.

Trends in the Field

The information gathered on trends showed much consistency among those interviewed. The themes repeatedly heard were:

- Broadening definitions of literacy
- More accountability requirements in the field (especially schools and adult programming driven by federal funding requirements)
- Increased use of research-based instruction and programs
- Increased use of technology such as computerized literacy software and distance learning
- Recognition of need for increased collaboration of providers, as well as, total home/school/community involvement
- Rapid growth in the area of family literacy
- Reawakening of the importance of early childhood development
- More complex job skill requirements

- Trend towards obtaining GED versus high school diploma
- Growing English as a Second Language population

Infrastructure Challenge

Most fields of practice require a solid infrastructure of information technology, communication channels, revenue models and other underlying supports to achieve efficient and beneficial outcomes. As a group, literacy providers were found to be trailing other service providers in this regard.

Most notably, there is not a consistent way of measuring program outcomes and many relied on such things as program attendance and anecdotal feedback. Lack of this type of baseline information within our community's literacy field will require development of another means to measure change in the focus area of the Foundation's initiative. This lack of measurable outcomes does not appear to be a concern of those in the literacy field. When asked what was **missing** from their infrastructure the following answers were received:

- Communication network amongst providers. Vehicles for communicating are antiquated (phone/fax). Some do not have computers or training on the Internet. This leads to a lack of coordination of services and their inability to identify and address gaps.
- Technology resources for both managing their business and providing resources to clients.
- Stability in funding. Some organizations have trouble running efficiently because all resources are devoted to daily program and service provision.
- Outreach to potential clients. Most programs operate by word-of-mouth and other service provider referrals.
- Outreach to community. Their ability to reach potential donors and volunteers is hindered.
- Sustained and regular collaboration. The two coalitions are filling a networking need but are limited by reliance on volunteer support of members.
- Adequate space for program delivery (in some cases).

Barriers to Delivering the Best Programs

When asked what prevented delivery of the best possible literacy program, providers responded overwhelmingly with the answer **funding**. Right behind that answer was:

- Lack of public awareness. Both general public on the issues and student knowledge of what is available. This also limited access to volunteers.
- Lack of staff capacity. Low wages, lack of expertise and high turnover.

- Turf battles amongst programs and some programs being “personality” dependent.
- Lack of student motivation and retention.
- Funders focus on short-term solutions.
- Lack of political will to galvanize community and resources.
- Lack of performance measures. No uniform measures until 4th grade and the difficulty of complying with federal requirements.
- Current structure of academic year interferes with student learning retention.

Barriers to Accessing Literacy Programs and Learning to Read

When asked what prevents individuals from accessing literacy programs and from learning to read, providers responded with the following answers:

- Clients are unaware of available services.
- Adults do not recognize their need for services. They are “getting by.”
- Potential students have personal feelings of embarrassment, shame, fear, etc., and negative school experiences.
- Limited number of programs for 16-20 year olds without a GED.
- Limited number of programs for English as a Second Language students exist.
- Lack of transportation to reach programs.
- Need for child care during lessons.
- Unable to locate programs at appropriate times of day/evening.
- Learning disabilities (undiagnosed or improperly diagnosed).
- Parents not supportive of learning for their children.

Community Profile

Socioeconomic Indicators	City of Syracuse	Onondaga County	Madison County
Total Population	147,306	458,336	69,441
Median Household Income	\$29,834	\$38,447	\$38,293
Per Capita Income (% of national average)		\$26,325 (96.8)	\$21,926 (80.6)
Percent Below Poverty Level – under 18 years	35.4	15.8	11.4
Children living in high-poverty neighborhoods (where 20% or more of the population in below poverty)	68.6	21.4	0.0
Unemployment Count	Approx. 6,000	8,003	1,562
Unemployment Percent	7.7	3.5	4.4

Population Distribution by Age (%)	City of Syracuse	Onondaga County	Madison County
Under 5 years	6.9	6.5	5.9
5 to 17 years	18.0	19.2	19.0
18 to 24 years	16.8	9.5	12.0
25 years and over	58.3	64.8	63.1
Median age	30.5	36.3	36.1

Indicators of Need for Literacy Services	City of Syracuse	Onondaga County	Madison County
Educational Attainment for persons 25 or older – percent - high school graduate or higher	Not available	80.7	79.2
Population 16 to 19 who are high school dropouts - percent	10.8	7.8	4.6
US Department of Education study*	Level 1 – 24% Level 2 – 27%	Level 1 – 16% Level 2 – 22%	Level 1 – 13% Level 2 – 26%
School Districts English Language Learners (% of student population)	5.7	Range 0.0 – 1.9 Solvay = 5.3	Range 0.0 - 0.6

Sources: U. S. Census Bureau, County and City Data Book 2000; New York State Bureau of Economic Analysis; New York State Department of Education, 2000 data, and Annie E. Casey Foundation KIDS COUNT which is a national and state-by-state effort to track the status of children in the U.S.

* The synthetic estimates of adult literacy proficiency presented here combine information from the National Adult Literacy Survey (NALS) and the 1990 U.S. Census to estimate adult literacy proficiencies in geographical areas not adequately sampled by NALS. In 1992, the U.S. Department of Education funded a study in which 26,000 adults aged 16 and older living in every state were asked to perform real life tasks involving prose, document and quantitative skills. Nationally between 21 and 23% of the adult population, approximately 44 million people scored in Level 1, the lowest of five. Another 25-28%, 45-50 million individuals, scored in Level 2. There is a 95% confidence interval for the estimates. Estimates based on the 2000 census are expected in 2004.

Program Areas and Key Issues

Early Childhood Development

Most young literacy learners move through a series of fairly identifiable stages on their way to becoming competent readers and writers. The first stage is commonly referred to as emergent literacy. Emergent literacy is often used to suggest that literacy development is a category of language development that occurs as a child is exposed to print. This is a gradual process. The concept of emergent literacy acknowledges and values all the literacy behaviors which young children acquire before formal instruction in reading has begun, behaviors that begin in infancy and are supported and extended by parents, adult caregivers, and early childhood teachers.

Children's developing literacy skills build on a strong foundation in language development.

- Through oral language usage
- In conversations with siblings, other children, parents, adult caregivers and educators
- From experiences with books and stories

Providers of services/programs to strengthen early childhood development include:

- indirect providers such as the Child Care Council of Onondaga County, the Mid-York Child Care Coordinating Council, United Way's Success by 6, WCNY and Family Ties Network
- direct providers such as day care centers, registered family child care homes and licensed group family child care homes; also nursery/preschool programs which may be run out of centers, homes, community centers or schools.

The 2000 census reports a population of 33,021 for children under five years old in Madison and Onondaga counties. In order to give a sense for where the children may be, the Child Care Councils in the respective counties provided some information regarding the number of licensed child care providers and their capacity. Councils are reluctant to state how many are receiving services as the enrollment changes daily, therefore, capacity numbers have been provided to illustrate the maximum available. These child care sites offer a potential opportunity to introduce emergent literacy concepts and programs.

- total of 83 licensed day care centers with a capacity of 4,690 children
- total of 363 registered family child care homes where the provider may care for 3-8 children in a residence
- total of 101 licensed group family child care homes where the provider may care for 12-14 children in a residence

- there are over 100 nursery/preschool programs which are held in day care centers, community centers and schools

Key issues:

- Lack of comprehensive approach for reaching families and child care providers to emphasize the importance of emergent literacy and how to support the child's learning.
- High staff turnover effecting the consistency and quality of services and children's learning. Due to low pay scales and burnout, some positions experience turnover rates from 20 – 51%.
- Lack of validated, research-based common tool to evaluate a child's readiness for kindergarten.
- Need for strengthened relationships and communication between child care sites, schools, preschools and parents.

School-Based Literacy

School-based literacy is defined as the learning that takes place within the school building including before-school, regular classroom, and after-school activities directed by teachers and volunteers.

School Profiles	City of Syracuse	Onondaga County	Madison County
Number of school districts	1	18	10
Number of students	23,000	80,000	10,000
Pre-K classes in district (3 – 4 year olds)	1,400 children* *58% of the 3-4 year olds in the city.	5 ES-M Liverpool North Syracuse Onondaga Syracuse	1 Stockbridge
Number of elementary schools that did not meet NYS standards (4 th grade English Language Arts test)	12* out of 25 *About 9% of all 4 th graders can barely read or write.	14 out of 70	1 out of 16 DeRuyter
Number of middle schools that did not meet NYS standards (8 th grade English Language Arts test)	8 out of 9	13 out of 31	3 out of 10

Key issues:

- Funding is vital. Schools in low-income communities always contend with disproportionate levels of needs and resources and are often under performing. State aid is a major source of funding, which is unstable from year-to-year.
- Long periods of absence from school (summer breaks and holidays) cause children to regress in reading and spend large amounts of classroom time in review.
- One-third of all children entering kindergarten in the city of Syracuse have not received adequate language development experiences and are not ready for kindergarten programs.
- Lack of accurate diagnosis of children's reading difficulties.
- Lack of corrective programs and resources for kids that have been identified as needing additional support and have failed to thrive in remediation.
- Need for more parental involvement.

- Disconnect between in-school learning and out-of-school tutoring programs. Teachers and mentors do not sufficiently communicate about individual children's needs to ensure that tutors reinforce learning. Tutors, in many instances, are not trained.
- Children do not come to school "ready to learn" because of difficult home environments. Some have serious emotional needs that hamper their ability to learn.
- Parents themselves have low levels of literacy. This makes it difficult for them to ensure that their children maximize on their potential.

Out-of-School Programs

While schools are critical in nurturing children's literacy development, community agencies can also offer complementary programs that enrich and enhance children's learning. A strong alliance between school, community groups and home can benefit all.

Providers of services/programs include:

- Aurora of CNY, Inc.
- Communities United to Rebuild Neighborhoods (CURN)
- Dunbar Association
- Learning Disabilities Association
- Libraries in Madison County (part of Mid-York Library system)
- Onondaga County Public Library system
- South Presbyterian Church
- Southwest Community Center
- SU/Center of Public and Community Service
- The Consortium for Children's Services
- Vincent House/Catholic Charities
- YMCA of Greater Syracuse

The programs identified serve approximately 1,500 youth (not including library programs). Seven of the agencies focus their services in the city of Syracuse.

Key issues:

- No strategic continuum of learning for children with clear communication between parent, school, after-school programs and summer opportunities.
- Inconsistent or lack of parent involvement. Research-based programs find parent involvement to be a key element of success.
- After-school and summer providers are unable to secure sufficient space for programming; there are barriers to the use of school buildings.
- Lack of method for communication between schools and after-school programs regarding curriculum and opportunities for reinforcement of learning.

Adult Literacy

Adult literacy programs have been affected by the implementation of Title II of the Workforce Investment Act (1998), also known as the Adult Education and Family Literacy Act. This legislation, an amendment of the Adult Education Act, attempts to centralize efforts and funding in order to hold local programs, the state and federal governments accountable to each other and the public. The three main objectives of this act are:

- To help adults become literate and gain the skills needed for employment and self-sufficiency,
- To assist parents in obtaining skills in order to be active participants in their children's educational development, and
- To help adults complete a secondary education.

Many of the already established literacy services can help to achieve these objectives. Adult Basic Education assists students, whose skills are below the eighth-grade level but want to obtain a high school equivalency diploma either by passing course work or attaining general education development (GED) certification, enroll in Adult Secondary Education. English as a Second Language (ESL) programs help the non-English speaker who has limited English proficiency in reading, writing, and speaking. Family literacy services attempt to reinforce and enhance learning for both parents and children by reading and learning together. There are also literacy programs designed for individuals with physical and/or learning disabilities and individuals who are incarcerated. For those finding their job skills obsolete due to technology and globalization, workplace literacy helps current and potential employees learn additional occupational skills.

Providers of adult basic education services/programs include:

- Aurora of CNY, Inc.
- Learning Disabilities Association
- Literacy Volunteers of Greater Syracuse
- Madison-Oneida BOCES
- Neighborhood Education & Training for Work (Network)
- Onondaga Cortland Madison BOCES
- Oneida Public Library
- Rescue Mission/Motivational Learning Center
- SUNY Syracuse Educational Opportunities
- The Learning Place

While two agencies did not provide number of people served annually, the information we did receive reflected about 4,000 adult students. This is a small percentage of the adults estimated to have low literacy skills which, in both counties, is over 140,000.

ESL program providers include:

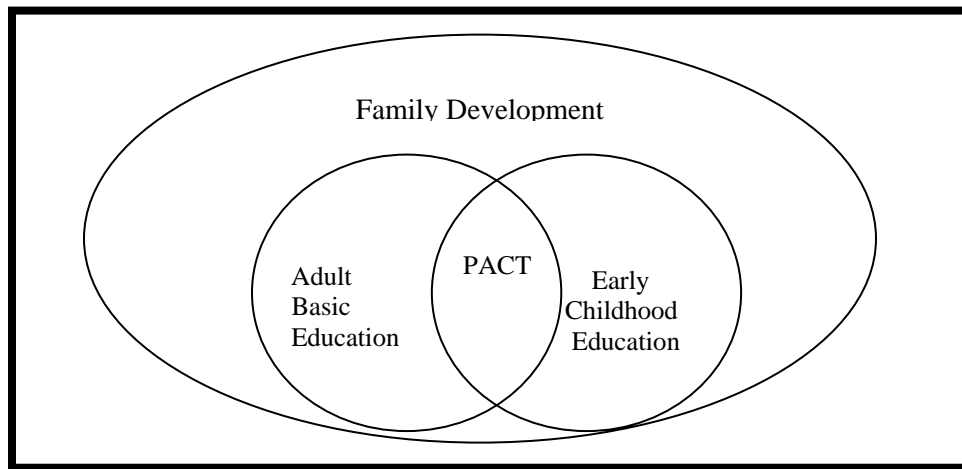
- InterReligious Council of CNY
- Onondaga Cortland Madison BOCES
- Partners in Learning/MANOS/Westside Learning Center
- Refugee Assistance Program

The number of adults served is over 2,400. The estimated population of non-native English speakers is in the 5,000 to 10,000 range and growing.

Key issues:

- Employers and agencies are not aware of available literacy services and how to access them. A comprehensive referral service is needed, as well as training for agencies and employers on how to recognize literacy needs and make the appropriate referrals.
- Community awareness of programs is low. Thus donors, volunteers, and students are not aware of opportunities to support or access services. The most effective format, one-on-one tutoring, is volunteer intensive and learning takes a long time.
- While there are literacy programs at the school age and adult (defined as 21 and older) levels, a gap exists for young adults between the ages of 16 and 20, particularly high school dropouts who are not old enough to enroll in adult programs.

Family Literacy



Family literacy programs serve the family unit as a student, recognizing that parents are the primary teachers of their children. It is clear that the family unit is the most powerful support network to shape the lives of each member.

The family is where the cycle of learning begins, where the attitudes of parents about learning become the educational values of the children. Through intensive education of more than one generation, family literacy programs build on families' strengths and provide the tools and support they need to become stronger and more self-sufficient.

The national family literacy model, illustrated above, integrates adult education, children's education, Parent and Child Together (PACT) Time, and parent time into one comprehensive program. In this type of programs, families come to programs together. While their children learn in nearby classrooms, parents pursue their own educational goals.

Definition of Family Literacy*:

"Services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of duration, to make changes in a family, and that integrate all of the following activities:

- a) Interactive literacy activities between parents and their children.
- b) Training for parents regarding how to be a primary teacher for their children and full partners in the education of their children.
- c) Parent literacy training that leads to self-sufficiency.
- d) An age appropriate education to prepare children for success in school and life experiences."

***As defined in:** The Adult Education and Family Literacy Act; Head Start Act; Reading Excellence Act; and Title I, Part B: Even Start Family Literacy Programs.

Providers of services/programs to strengthen family literacy include:

- Aurora of CNY, Inc.
- Community Action Program for Madison County
- Mid-York Child Care Coordinating Council & Mt. Markham School District – Even Start Family Literacy¹
- OCM BOCES & The Consortium for Children’s Services – Even Start Family Literacy¹
- Oneida Public Library
- Partners in Learning/MANOS & Syracuse City School District - Even Start Family Literacy¹
- P.E.A.C.E., Inc.
- The Consortium for Children’s Services, LaFayette School District & the Onondaga Nation – Even Start Family Literacy¹

¹Even Start Family Literacy is an educational strategy for low-income families that integrates literacy services to help children reach their full potential as learners and support parents in becoming full partners in the education of their children. Even Start is a federal program and has been implemented nationally. Participant and program performance indicators have been established and are monitored by the NYS Education Department.

Key issues:

- Funding. There is not enough funding to serve the needs of the community (Even Start programs have long waiting lists). There is no funding for families who do not meet program eligibility requirements but have a definite need for services. Few family literacy programs exist in our community.
- While the Greater Syracuse Family Literacy Alliance is concerned about strengthening and expanding family literacy services, they are limited in their ability to move forward without dedicated staff support.

Organizations and Contacts Interviewed

Type of Organization

Advisor

Pro-Literacy Worldwide

Marsha Tait	Sr. Vice President of Programs & Services
Bob Wedgeworth	President

Skaneateles Central School District

Brenda Weaver	K-5 Language Arts and Social Studies Coordinator
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Syracuse University School of Education

Benita Blachman	Professor, Reading & Language Arts
Kathleen Hinchman	Chair, Reading & Language Arts
Sylvia Martinez-Daloia	Research Project Director, Reading & Language Arts
Scott Shablak	Assistant Dean
Sandy Trento	Director, Professional & Organizational Relations

The Post-Standard

Paul Riede	Reporter
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Corporate

Excellus Blue Cross Blue Shield - Central New York Region

Christine O'Reilly	Community Relations Manager
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Direct Service Provider

Aurora of CNY, Inc.

Mikki Evans	Program Director, Deaf Services
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Blodgett Elementary School

Pat Lamanna	Principal
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Communities United to Rebuild Neighborhoods (CURN)

Geneva Hayden	Community Volunteer
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Community Action Program for Madison County, Inc.

Stacey Alvord	Executive Director
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Delaware Academy

Milagros Escalera	Principal
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Dunbar Association, Inc.

Carol McClain	Preventive Services Coordinator
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InterReligious Council of NY

Hope Wallace	Program Director
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JOBSPlus!

Janice Mayne	Director
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Learning Disabilities Association of Central New York

Aggie Glavin	Executive Director
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Organizations and Contacts Interviewed

Type of Organization

Direct Service Provider

Literacy Volunteers of Greater Syracuse

Shiann Brown Executive Director

Madison School Districts/DeRyter

Bruce Sharpe Superintendent

Shelley Warnow Elementary S. Principal

Mid-York Child Care Coordinating Council

Kimberly Dean Education Services Coordinator/Even Start Coordinator

Network (Neighborhood Education & Training for Work)

Signe Nelson Coordinator

OCM BOCES

Kathy Byrnes Asst. Director, Workforce Prep and Continuing Education

Arleen Zucker Coordinator, Even Start

Oneida Public Library

Carolyn Gerakopoulos Director

Onondaga Community College

Nancy Hazzard Director, Center for Academic Achievement

Onondaga County Public Library

Roz NaPier Youth Services Coordinator
Liz Williams Adult Education Coordinator

P.E.A.C.E., Inc. Head Start

Kathy Cook Headstart Coordinator

Partners in Learning/ MANOS/Westside Learning Center

Edda Caceres Kassis Family Service Worker

Theresa Pagano Chief Administrative Officer

Refugee Assistance Program

Bob Huss Program Facilitator

Rescue Mission/Motivational Learning Center

Ron Bourque Director of Educational & Vocational Programs

SAFE (Syracuse Area Family Education for Employment)

Kathleen Gilligan Coordinator, Adult Education

Sidney Johnson Vocational Center

Ben Frazier Vice Principal

Organizations and Contacts Interviewed

Type of Organization

Direct Service Provider

South Presbyterian Church

Joan Koop	Former Director
Claudia Tompkins	Director

Southwest Community Center

Valerie Player Kaufman	Program Director
Pam Testone	Director of Community Services

SU/Center for Public and Community Service/Syracuse Literacy Corps

Pat Heintz	Director
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SUNY Syracuse Educational Opportunity (EOC) Bridge Program

Marlena Daher-Rahman	Senior Staff Associate, Student Personnel Services
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Syracuse City School District

Donna DeSiato	Assistant Superintendent For Curriculum & Instructional Services
Howard Jackson	Program Supervisor Syracuse Reads
Wayne O'Connor	Assistant Superintendent (Retired)
Chris Vogelsang	Director for Early Childhood Education

The Consortium for Children's Services

Pat Company	Executive Director
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The Learning Place

Linda Green	Program Coordinator
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The Salvation Army

Liddy Hintz	Director of Child Day Care Services
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Vincent House/Catholic Charities

John Graham	Director
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YMCA of Greater Syracuse

Catherine Ranieri	Director, Project Starfish
Hal Welsh	Executive Director

Indirect Service Provider

Central New York Staff Development Consortium

Georges Marceau	Executive Director
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Child Care Council of Onondaga County

Gretchen Kinnell	Director of Education & Training
Peggy Liuzzi	Executive Director
Barbara Youngs-Call	Director of Parent Services

Organizations and Contacts Interviewed

Type of Organization

Indirect Service Provider

Family Ties Network, Inc.

Elizabeth Crockett Executive Director

OCM BOCES/Mid-State Coordinated School Health Network

Lee Beals Coordinator

Partners for Education and Business

Joe Vargo Executive Director

United Way's Success by Six

Diane Mastin Director

WCNY

Pete Headd Director, Educational Services Department

Voluntary

Greater Syracuse Section, National Council of Jewish Women

Karen Alimi Vice President, Community Service

Jinx Crouch

Community Volunteer, former president of Literacy
Volunteers of America

Junior League of Syracuse

Nancy Albanese President

Jamie Pomilio-Mulcahy Vice President

Rotary and Literacy

Paul Terwilliger Committee Chair