

GREATER HARTFORD LITERACY COUNCIL  
**Non-native Speakers of English Task Force**  
**Final Recommendations**

**Overall Service Delivery**

- Quality, intensive ESOL literacy services are needed with the following enhancements:
  - For children/youth:
    - Effective and uniform screening and assessment-
      - Results shared (with permission) to avoid duplicate testing
      - K-12 ESOL assessment of public school students by October 1 of each year
  - For adults:
    - Effective and uniform screening and assessment-
      - Enhanced assessment tools, methods and additional trained staff to adequately perform these tasks
      - Additional classes for adult students with different educational needs to allow for more appropriate placement of students
    - Flexible service hours to accommodate work schedules
    - Service locations that are integrated in the community
      - Such as workplace, church, co-located with other programs, etc.
    - Provision of the necessary support services
      - Childcare, transportation, etc.

**Advocacy and Awareness**

- There is a need for enhanced coordination among agencies and service providers that advocate on behalf of students.
- Additional advocacy directed toward local boards of education is needed to encourage an understanding of:
  - The need for services
  - Effective models/methods for a comprehensive approach to service delivery
  - Adequate funding for services
- Advocacy is needed to ensure that letters in regard to state assistance programs are written in the recipient's native language.
- Increased advocacy efforts with legislators:
  - Lobbying/informing legislators to reduce what may be a negative view of adult education programs
  - Creating a coalition of providers, students, etc. willing to testify regarding services and needs.

**Funding and Accountability**

- Additional funding that is consistent and can be used for on-going, operational costs is needed to enhance the effectiveness and stabilization of services. Funds are needed to:
  - Hire additional teachers who are full-time
  - Increase wages for teachers
  - Provide effective services (with enhanced screening, placement, and methods)
  - Adequately evaluate and monitor programs

### **Staffing Issues**

- To stabilize and increase the number of ESOL teachers:
  - Offer assistance for specific language groups to get degrees co-validated.
  - Increased training for English-speaking schoolteachers (focus should not just be on bilingual and ESOL teachers) to be cognizant of the needs of non-English speaking students.
- Ongoing staff development, including attendance at conferences/workshops, is needed to enhance the capacity of providers.

### **Referrals**

- There is a need for an easy to use, frequently updated, centralized system of information and referral specifically regarding ESOL services. A directory of ESOL/literacy services and an online source with updated information about services is needed.
- A public awareness campaign is needed regarding the availability of services (including a mass distribution of pamphlets, information, and/or directories).

### **Collaboration**

- More collaboration among programs and sharing and/or reallocation of resources is needed to:
  - Adequately address the continuum of needs of this population
  - Access collaborative grants
  - Share best practice information
- More cooperation and collaboration is needed particularly among public and private service providers

### **Workforce Literacy**

- Collaboration between employers and education services is needed to adequately provide workplace literacy and job training services.
- Incentives such as tax incentives are needed to encourage employers to provide ESOL services on-site.

### **Health Literacy**

- There is a need for a campaign of advocacy and awareness geared toward the general public, health care providers, and insurers regarding:
  - Encouraging a greater understanding of the needs of people who are non-native speakers of English
  - Educating consumers about
    - Their right to interpreters when accessing state services, including health care.
    - The availability of translator/interpreter services and the additional funding needed for this service.