1. Executive Summary

1.1 Lindy Boggs National Center for Community Literacy

The mission of the Lindy Boggs National Center for Community Literacy is to promote adult literacy as a vehicle for personal, economic, and community empowerment. The Boggs Center supports institutions, organizations, and individuals committed to the goal of enhancing literacy locally, nationally and internationally.

1.2 The board of the Lindy Boggs National Center for Community Literacy meets throughout the year to review progress and confirm goals for the coming year. This year members of the board were involved in a strategic planning process to define governance and organizational structure Post-Katrina.

1.3 The goals of the Boggs Center are: (1) serving as a catalyst in the local community to strengthen adult literacy; (2) developing and implementing a community-based research agenda focused on the cultural, economic, educational, professional, and social impact of poverty and racism on adult literacy; (3) involving literacy providers in an information-sharing network with local, state, national, and international adult educators; and (4) providing local literacy practitioners and partners access to contemporary research and best practices in adult literacy in the United States and internationally.

1.4 Review of past and current budgets

1.5.1 FY 06-07: Personnel $129,926.16; Operations $40,227.34
1.5.2 FY 07-08: Personnel $141,461.76; Operations $203,086.08

1.6 The Lindy Boggs National Center for Community Literacy must resume the 8,000,000 endowment campaign directed by Loyola’s Division of Institutional Advancement and chaired by Ms. Luci Baines Johnson of Texas, pre-Katrina.

1.7 Summary of Achievements

The principal achievements for 2006-2007 were: Regional expansion of the Bridge Project the Centers effort to address literacy in the context of workforce development. This work has resulted in over one million dollars in public and private funding and the opportunity to support an immense number of low-skilled and low-literate individuals get good jobs that pay a living wage, have benefits and career opportunities. The Center has established strong national partnerships with National Institute for Literacy (NIFL), National Center for Family Literacy (NCFL), National Center for the Study of Adult Learning and Literacy (NCSALL), Student Coalition for Action in Literacy Education (SCALE), Annie E. Casey Foundation, and American Library Association (ALA).
2. Lindy Boggs National Center for Community Literacy

2.1 The mission of the Lindy Boggs National Center for Community Literacy is to promote adult literacy as a vehicle for personal, economic, and community empowerment.

The center will accomplish this by:
- Serving as a catalyst in the local community to strengthen adult literacy
- Developing and implementing a community-based research agenda focused on the impact of poverty and racism on adult literacy
- Involving literacy providers in an information-sharing network of local, state, national, and international educators
- Providing local practitioners with access to contemporary research and best practices in adult literacy in the United States and internationally; and
- Fostering service-learning and community service opportunities for Loyola students, staff, and faculty.

2.2 Located in Loyola University’s Monroe Library, The Lindy Boggs National Center for Community Literacy continues to be one of only a select group of national literacy organizations with the advantage of location on a university campus. The institutional encouragement and support of Loyola University New Orleans was instrumental in the creation of the center and continues to be a key element in its positive development. The Center’s mission and efforts post-Katrina are consistent with the University’s mission and Pathway’s vision to create a student centered and learning environment that positively impacts the rebuilding of New Orleans.

Post-Katrina there are even more families in New Orleans who need to improve their literacy skills so that they may seek employment to support themselves and their families. The current workforce efforts of the Boggs Center are providing the much needed support that allows families to come together to receive the skills that will help them become better parents, better employees, and better citizens of New Orleans.

2.2.1 During fiscal year 06-07 the Boggs Center had three full-time staff positions, interim executive director, information specialist and office coordinator. Two full-time positions, research assistant and statewide coordinator remained unfilled due to funding.

3. Assessment

3.1 President and the Lindy Boggs Literacy Advisory board review attainment of annual goals based on report by executive director.

3.2 Goals for 06-07 were assessed by local, national and international literacy partners, that included the Boggs advisory board, the Literacy Alliance board, listed national partners (see 7.1.2) and new literacy recovery partners’ post-Katrina. The goals of the Boggs
Center strongly reflect the Jesuit commitment to service to others and the promotion of justice.

3.3 Starting in January of 2006 the interim executive director begin coordinating, the role and work of the Lindy Boggs Literacy Center post-Katrina that would address the nexus of poverty, illiteracy, and racism in a “new” New Orleans.

3.4 Meetings to assess the work and strategy of the Center with the university administration and units including, Financial Affairs and Institutional Advancement to address short and long-term funding opportunities, the President’s Office to coordinate a smooth transition of the director position and continued leadership in the rebuilding of an adult based community education agenda post-Katrina, and engagement of the office of Grants and Contracts to ensure that the Center continues to operate within established guidelines. All of the above internal university departments were crucial in supporting the internal assessment of the Center. Externally, both locally and nationally the Boggs Center has been embraced as a leader in the area of community and adult literacy. Specifically, the Center’s workforce efforts branded under the Bridge Project has become recognized as a best practice model in supporting low-skilled and low-literate individuals in obtaining good jobs.

4. Planning
4.1 A major undertaking over the last year was to assess and redefine the work around literacy in a “new” New Orleans. Working closely with the leadership of the Boggs Literacy Center Advisory Board, the Literacy Alliance, adult learners and numerous community partners, a coordinated and strategic implementation process was lead. The purpose of the strategic planning process was to provide information and analysis of national best practices and to link those best practices to the local literacy context post-Katrina.

1) Three meetings facilitated by nationally recognized literacy experts were held in various community settings and all were open to the general public.
   • John Comings, director of NCSALL at the Harvard Graduate School of Education focused on best national practices for programming.
   • Carl Guerriere, Executive Director, Greater Hartford Literacy Council Guerriere emphasized the need for collaboration across diverse groups, including the local government.
   • Dr. B. Allan Quigley, Professor at St. Francis-Xavier University provided a historical context for literacy as a social movement.

Each of these meetings engaged a different part of the community that exhibited interest in and commitment to the literacy issues in New Orleans after Katrina.

2) Three meetings with the Strategic Planning Committee included:
   • A meeting which summarized the information from the public meetings;
   • A meeting with Peg Reese, former Director of Literacy Alliance that created three possible strategies; and
- A meeting with Literacy Alliance/ Boggs Center staff and the Chairs of the Alliance and Boggs Advisory Board.

The strategic planning meetings resulted in a recommended combined governance structure, with the following key characteristics:
- One board that governs two separate organizations;
- A more unified approach to the most relevant literacy issues, research and practice;
- A more comprehensive approach to much needed fundraising; and
- A public media campaign about literacy.

This model allows for a closer working relationship between the Literacy Alliance Board and Boggs Advisory Board. This resulting structure also allows the Boggs Center to strengthen a community-based approach that aligns both research and practice. Building on projects that exemplify this combined research and practice agenda, such as the pre-Katrina reading initiative of the Relative Effectiveness of Adult Literacy Interventions (REALi) was an example of a local and national partnership with Education Testing Services (ETS) that combined research and practice. The REALi project assisted low to intermediate readers by providing one-on-one instruction and testing the effectiveness of four instructional reading programs. Post-Katrina our workforce efforts are the closest example of how the Boggs Center is working to assess and implement promising practices to support adults that are low-literate and low-skilled in the workforce.

4.2 A post-Katrina strategic planning process resulted in goals and objectives for 2007-2008. These goals focus on following four specific areas: work, family, culture, and research.

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<tr>
<th>Work</th>
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<td>Funded:</td>
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<td>Bridge Project</td>
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<td>21st Century Success Principles</td>
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<td>Customized Foundation Skills Training - potential</td>
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<tr>
<td>Family</td>
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<td>Funded:</td>
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<tr>
<td>Increased services for GED/literacy/ESL (partially funded)</td>
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<td>Family Literacy demonstration project (partially funded)</td>
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<td>Unfunded:</td>
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<tr>
<td>Adult Education &amp; English Language - establishment of a system</td>
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<td>Reading for Adults - new funding stream, research and teacher training center</td>
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<td>Corrections - educational services in Orleans Parish Prison</td>
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<td>NCSALL assessment for existing and new literacy programs</td>
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<td>Professional Development to train teachers in reading, adult learning</td>
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<td>Culture</td>
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<td>Funded:</td>
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<tr>
<td>Neighborhood Story Project – partially funded</td>
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<td>Unfunded:</td>
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<td>One Book One New Orleans</td>
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<td>13 Lessons</td>
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The programming that the Boggs Center chose to emphasize is rooted in best practice. Literacy must be used as a tool for individual, community and economic development in the recovery and rebuilding of New Orleans. Working with families around intergenerational literacy and the institutions that serve and support them is critical for rebuilding their lives. At the board, national and community level there is a commitment to the process of thinking about how literacy becomes a major component in the recovery plans of the city. The Center must utilize the model it developed to form the Literacy Alliance to bring new partners to the table that understand that the issue of literacy is critical to their work. New partnerships, especially with state agencies, city government, and relief agencies, are crucial during the recovery period. For example, the Road Home special needs task force has identified low-literacy as a special need and we are providing training and technical support on how to provide support to the immense number of low-literate adults as they navigate the application process.

We are working with key institutions that address literacy from early childhood initiatives to adult education. This approach creates a community of life long-learners. A major strength in New Orleans is the culture. The Boggs Center is working to link literacy with cultural aspects of the city. The Neighborhood Story Project (NSP) is one of the most successful of these initiatives. The most recent book by NSP Coming Out the Doors was written by young African American men from the Nine Times Social and Pleasure Club in the Ninth Ward. This book has been on the top ten list of most read books in New Orleans and was recently selected as the book that will be read for One Book One New Orleans. NSP is working with the Young Leadership Council to develop activities around the book that will allow the entire city to have a dialogue about race, race relations and racism.

Post-Katrina has provided opportunities for research and publication about the efforts in New Orleans. The Center must be positioned now to seize those opportunities. The three core areas that the Boggs Center must address are as follows:
1. community-based research agenda;
2. focus on issues of racism and poverty; and
3. Jesuit mission and values at Loyola University New Orleans.

The Center’s goal is to refine and continue implementing a community-based research agenda focused on the impact of poverty and racism on adult literacy. The Center as a research institute can move this agenda forward in looking more specifically at literacy within the context of race and poverty. Many of the challenges that confront the city of New Orleans in the rebuilding are not just rooted in “bricks & mortar,” but in more salient issues like racism and poverty. These are the more systemic issues that must be
addressed to rebuild a stronger New Orleans that provides a better quality of life for all its citizens.

The community-based research agenda of the Boggs Center has the potential for doing this. This approach allows the research institution, the researcher, practitioners and residents all to use research as a tool for community growth and development. Now is the time for the Boggs Center in partnership with other university departments to create social knowledge that will not only have a local impact, but influence a national dialogue about race, race relations, racism, poverty and re-investment in a city and all of its citizens. The Jesuit mission and values of Loyola University, provides a framework and an opportunity for the Lindy Boggs National Center for Community Literacy to combine faith, justice, knowledge, and action for change.

4.3 As discussed in the budget section below (5.1), the Boggs Center must work with university administrative units and external institutions to diversify its funding to include public and private funding, social entrepreneurial opportunities and the establishment of a Center endowment.

4.4 Working with the Boggs Center board and the evaluation committee evaluation criteria and accomplishment of annual goals and objectives will be assessed.

5. Budget

5.1 FY 06-07: Personnel $129,926.16; Operations $40,227.34

5.1.1 Expenditures for 06-07 reflect both public and private funds for the Center.

5.2 FY 07-08: Personnel $141,461.76; Operations $203,086.08

5.2.1 We continue actively to seek appropriate grant funding. The addition of the CDBG funding will enable the Center to cover projected expenses through the end of the next fiscal year. Contingency planning is underway for all possible eventualities following the end of our current Department of Education and BCM grants. The resumption of the Boggs Center endowment campaign and the development of social entrepreneurship strategies will gradually reduce the dependence of the Center on fluctuating grant funding.

6. Resource Needs/Wants/Reallocation [for FY08-09 through FY12-13]

6.1 Generate sufficient funding to adequately staff all Boggs Center programs.

6.1.1 Through international, national and local partnerships we are able to meet goals, in spite of non-funded staff positions.

6.1.2 Research Assistant, Reading Specialist and Major Gifts Officer/Development Coordinator
6.2 The conference room of the Lindy Boggs Literacy Center is in need of painting. Many university departments in addition to the Boggs Center utilize this space to host meetings for university guests and it has been more than 8 years since the paint in this room has been freshened-up. New carpet in the conference room and the Center is also needed.

6.2.1 Video projector in conference room. Also, Podium with controls for projector, screen, lighting, etc.

6.3 Support in coordinating enhanced website

7. Summary of Achievements

7.1 Regional expansion of literacy in the context of workforce development efforts

The Lindy Boggs National Center for Community Literacy has provided both a local and national presence for the issue of literacy in the recovery and rebuilding period. Locally, we are working to strengthen the workforce development and literacy agenda. The Boggs Center is involved in three specific workforce projects that are based on nationally promising practices.

1. Regional Workforce Action Agenda
   A GNO Inc. lead process to develop a unified regional workforce strategy and an action plan which focuses on ensuring that the workforce investment system;
   - Is regional in scope;
   - Is designed to deliver well prepared, qualified workers where and when needed;
   - Is fully demand-driven, but is responsive to the needs of both employers and employees; and
   - Is nimble and flexible in its funding practices, as demonstrated by mobilizing, leveraging and using funds in accordance with plans that cut across organizational silos and prioritize critical talent development needs.

This process is facilitated by New Economy Strategies a national economic and workforce development consulting firm.

Team Organization
A. Steering Committee – Formulate project; assemble Leadership Team; Organize to hire consultants; assist in implementation of the Plan
B. Leadership Team- Throughout a series of three meetings, lends its time, reputation and resources to focusing the strategy, and is subsequently charged with implementing the Plan.
C. Core Teams – Review all relevant date, previous reports and other information, and collaborate to formulate both recommendations and a strategy for implementing those recommendations. There are 4 Core Teams:
   - One Stop Team- Addresses the potential and existing barriers to realignment of One Stop Centers within the region, as well as the
alignment of agencies and organizations represented within One Stop Centers.

- Barriers to Entry, Retention and Advancement Team – Examines the services, supports and coordination needed to ensure that all eligible applicants have REAL access to needed services of the extended workforce development system.
- Education Continuum Team – Addresses the offerings, curricula and coordination of Technical and Community Colleges, and works to ensure alignment with industry cluster needs. Will also investigate the linkages and articulation agreements between K-12 education systems and their institutions.
- Marketing, Outreach and Coordinated Customer Management Team – Will consider the issues involved in developing a coordinated, regional customer management system, as well as outreach and marketing campaigns to maximize the access to, and use of extended workforce system services.

The goal is to develop a regional workforce strategy that is demand driven and responsive. The Boggs Center has provided leadership and a voice for low-skilled and low-literate individuals on the Steering Committee and the Barriers to Entry Core team.

2. Louisiana Recovery Authority (LRA) Workforce Commission Community Development Block Grant (CDBG) subcontract award of $860,000

- The Boggs Center in partnership with GNO Inc., Delgado/Louisiana Technical Colleges (LTC), Workforce Investment Boards (WIBs) received funding from the LRA Workforce Commission to develop regional workforce strategies in two high demand industries, advance manufacturing and health care. The Boggs Center is responsible for the development of a comprehensive recruitment strategy, coordination and training of organizations that will conduct the Bridge classes.

3. Bridge Project

- Baptist Community Ministries funded the Bridge Project, an initiative to strengthen workforce attachment of young and vulnerable African American men, many who are low-literate, have low skills and limited workforce experience. Participants attend a four week class, for five days a week. The class includes three hours of soft skills training based upon 21st Century Success Principles and two hours of foundation skills that includes both reading and math for the workplace. Once complete participants are either placed with an employer or referred for further hard skill training.

7.1.2 Strong National Partnerships

Our national partnerships continue to be a source of strength for the Boggs Center. The strategic and intentional involvement of national and international experts on literacy will continue to pave the way for and support the work of the Boggs Center. Post-Katrina the interest and concern of our national partners for New Orleans and the continued success
of the Boggs Center has been overwhelming. During the past year the Boggs Center has
hosted visits from most of our national partners. Our goal is to utilize the relationships
that have been formed to continue our growth as a nationally recognized center and to
enlist our national partners in raising the level of literacy in New Orleans.

Nationally, the Boggs Center is working with the following partners:

- **National Institute for Literacy (NIFL)** – The Lindy Boggs Center is a member of
  their national adult literacy advisory group. In this role, we have provided
guidance and support to NIFL in developing their five year national adult
education implementation plan. The Boggs Center served as the host for the
NIFL visit to New Orleans to assess the current state of adult literacy in New
Orleans.

- **National Center for Family Literacy (NCFL)** – The Center has been working with
  NCFL and St. Peter Claver Catholic Church to develop a family literacy program
  in the Treme community. A.T. & T has committed $30,000 for the salary of a
  family literacy coordinator and start-up of this initiative.

- **National Center for the Study of Adult Learning and Literacy (NCSALL)** - The
  Lindy Boggs Center is working with John Comings, director of NCSALL and
  also a Boggs Center advisory board member to seek future funding for NCSALL
  as well as to develop a strategy for the Boggs Center to become a member
  institution of NCSALL.

- **Student Coalition for Action in Literacy Education (SCALE)** - The Lindy Boggs
  Literacy Center was selected to participate in the National Youth Literacy
  Network Initiative, Student Coalition for Action in Literacy Education (SCALE).
  SCALE is a national volunteer literacy movement that provides replicable
tutoring models for college students reaching underserved, at risk adolescents.
The SCALE reading initiative is a national partnership between the University of
North Carolina Chapel Hill and UPS, who funds the project. The Boggs Center
is working with Loyola service learning, student organizations and other campus
community service programs to recruit twenty students that will provide one-on-
one tutoring for high risk adolescents at schools and community sites.

- **Annie E. Casey Foundation** – The Lindy Boggs Center continues to partner with
  the Casey Foundation that is providing technical assistance and support to our
  workforce efforts. This is instrumental in connecting the Center to promising
  practices and models for local implementation.

- **Women in Fatherhood (WIF)** – This is a Casey Foundation Initiative comprised of
  women that have either direct or indirect professional involvement in the
  responsible fatherhood field. The mission of Women in Fatherhood is to
  contribute to and advocate for family and community well-being through the
  support of positive father involvement and healthy family relationships. In March
  the Boggs Center hosted a national retreat for members of WIF. Part of the retreat
  included a fatherhood exchange with fathers from the Healthy Start Fatherhood
  Initiative and the Father’s Matter Program at Total Community Action (TCA).
  Specifically, we have been able to engage fathers in discussing the barriers and
  challenges they confront around education and workforce issues. Also, one of our
  Bridge participants received the Fatherhood Award from Women in Fatherhood
for his commitment to his own development to provide a better life for himself and his family.

- **National Fatherhood Leadership Group (NFLG)** – The Boggs Center in partnership with NFLG and WIF is planning a statewide public policy forum on responsible fatherhood and positive family involvement and their effects on economic and community development. In the State of Louisiana and across the country, research clearly shows that marginalized fathers without positive involvement in the lives of their children produce communities where children are at higher risk of infant mortality, poverty, incarceration, teen pregnancy and drug use.

- **American Library Association (ALA)** – The Boggs Center is continuing its work with the American Library Association through its Office of Literacy and Outreach Services (OLOS). The Boggs Center and OLOS continue to explore opportunities for joint ventures in New Orleans.