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**Norwich Regional Adult Education  
2022-2023 School Improvement Plan**

<b>Principal Name:</b>	Jody Lefkowitz
<b>Principal Email:</b>	jlefkowitz@norwichpublicschools.org
<b>School Name:</b>	Norwich Regional Adult Education
<b>School Address:</b>	191 Hickory Street, Norwich, CT 06360

# Norwich Public Schools- Adult Education

District Vision, Mission and Goals

## VISION

All Norwich Public Schools children will reach their full potential.

## MISSION

The Norwich Public Schools will provide each student a rigorous, effective teaching and learning environment where equity is the norm, excellence is the goal, and student health and safety is assured.

## BOARD OF EDUCATION GOALS

The Board of Education believes that the ultimate goal of an education in the district schools should be to prepare each student for a world of rapid change and unforeseeable demands, while retaining the basic values and democratic principles of the American culture. Further, the district has outlined below student learning goals for our students and professional learning goals for us all as members of our educational community.

## STUDENT LEARNING GOALS

All Norwich Public Schools students will be challenged to develop, embrace and attain learning goals that encapsulate the following essential elements as a means to prepare them to be independent thinkers and collaborative team players invested in building a better future.

**Inquiry:** Students show intellectual curiosity and wonder about the world. Students ask thoughtful questions, and seek out answers.

**Expression:** Students communicate what they know and what they need to know. Students construct arguments with evidence and critique the reasoning of others.

## Norwich Public Schools- Adult Education

**Critical Thinking:** Students analyze, synthesize, and draw conclusions from information. Students generate solutions to problems using both creative and critical thought. Students keep an open mind to different viewpoints.

**Collaboration:** Students contribute to the overall effort of the group. Students work well with diverse individuals in various situations. Students initiate and cultivate community partnerships.

**Organization:** Students sift through ideas and data, arranging them wisely and make sense of them. Students set manageable goals, plan, and monitor time to achieve them.

**Attentiveness:** Students focus on the task at hand and focus on details of their work.

**Perseverance:** Students demonstrate tenacity in tackling tasks despite difficulty or delay in achieving success.

**Reflection:** Students review and think about their actions and work with the purpose of learning more about themselves.

### PROFESSIONAL LEARNING GOALS

As a professional learning community teachers and administrators will ask thoughtful questions to analyze and draw conclusions while remaining curious about diverse student needs. The learning community fosters high expectations, effective communication, strong relationships and ownership of learning through engaged collaboration and inquiry.

**Inquiry:** We observe and are curious about our students and their interests. We value quantitative and qualitative data, ask hard questions and collectively create solutions. We are in a constant state of inquiry about our own practice as educators modeling lifelong learning.

**Expression:** We communicate our professional learning needs as they relate to district goals and as part of creating a structure of support for our development of a unified mindset.

**Critical Thinking:** We analyze, synthesize, and draw conclusions from multiple sources; utilizing this data to generate solutions to problems, rooted in best practice, through both creative and critical thought.

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**Collaboration:** We contribute to the overall effort of the group working well with diverse individuals in various situations. We initiate and cultivate partnerships between and amongst buildings and departments and the greater Norwich community.

**Attentiveness:** We stay focused on the task at hand and on the details of our work while keeping clear of the greater district goals.

**Perseverance:** We demonstrate, and model for our students, tenacity in tackling tasks despite difficulty or delay in achieving success, and recognizing the learning opportunities inherent in mistakes and the value of taking risks.

**Reflection:** We review and think about our actions and work with the purpose of learning more about ourselves.

*Reference: Board Policy 000 Purposes-Goals-Objectives*

# Norwich Public Schools- Adult Education

## Norwich Regional Adult Education

### **Mission Statement**

Norwich Regional Adult Education is dedicated to the service and growth of each student. Our mission is to engage, educate, and empower our community of adult learners by advancing literacy and numeracy skills as well as employability skills to achieve a better quality of life.

# Norwich Public Schools- Adult Education

School Leadership Team Members:

<b>Name</b>	<b>Title</b>
Anna Wrotniak- Brennaur	ESOL Teacher
Mikayla Punsalan	CDP/ABE/GED Teacher
Stefanie Montejano	Career Developer
Rebecca Pellerin	GED/ABE Program Leader
Katrina Bercaw	ESOL Program Leader
Joanne Semmelrock	Program Facilitator
Jody Lefkowitz	Director

## Norwich Public Schools- Adult Education

<p><b>Focus Area 1: Student Recruitment</b></p> <p><b>Theory of Action:</b> If we increase access to programs, expand marketing and community partnerships, and increase program offerings, then more students will be recruited, resulting in increased student enrollment across all programs.</p>					
<i>Strategy 1: Increase Access to Programs</i>	<b>Baseline Data end of year 21-22 data</b>	<b>Performance Measure/Outcome</b>	<b>Progress Next Steps 10/24/22</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p><b>Action Steps/Activities:</b> Enhance/expand program offerings to include additional offerings at existing sites</p> <p>Utilize Language Line and the new LACES Messenger feature as communication tools for prospective and enrolled ESL students (replacing Kinvo)</p> <p>Utilize Social Media including website, FB, Twitter, Instagram, LinkedIn, and multi-language Public Service Announcements</p> <p>Track referral sources at registration to monitor where and how students hear about our programs</p>	<p>Student total of all programs was 286 students; (923 enrollments)</p> <p>ABE/ GED total 40 students (72 enrollments)</p> <p>CDP total 64 students (569 enrollments)</p> <p>Citizenship total 6 students (6 enrollments)</p> <p>ESL student total 172 (268 enrollments)</p> <p>NEDP total 4 students</p>	<p>End-of-year data from LACES Profile report for 2023 by program</p>	<p>Continue marketing efforts, ongoing registration and other recruitment practices.</p> <p>Continue use of social media to promote events at NRAE.</p>	<p>6/30/23</p> <p>SIP Program Facilitator Marketing Media Specialist Program Leaders Site Supervisors Director of Adult Ed</p>	<p>Increased student total in all programs overall as measured by data from LACES (students with more than 12 hours) by 20% of students (from 286 to 343) per LACES Profile Report FY 2023.</p>

## Norwich Public Schools- Adult Education

	(8 enrollments)				
<i>Strategy 2: Increase targeted marketing</i>	<b>Baseline Data FY 2022</b>	<b>Performance Measure/Outcome</b>	<b>Progress Next Steps 10/24/22</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p><b>Action Steps/Activities:</b></p> <p>Create and mail newly-designed multi-page Adult Education brochures to all postal residents in the 12 cooperating districts.</p> <p>Contact prior students through LACES Messenger, email, Remind app, phone, social media, mailings, and digital avenues to encourage reenrollment</p> <p>Publicize offerings on social media and district website Include student successes in marketing efforts to encourage engagement</p> <p>Expand use of social media and multi-language PSAs Track referral sources at registration to monitor effectiveness.</p>	<p>Returning students FY 2022- 144</p> <p>New students recruited FY 2022 -142</p>	<p>Evidenced by completion of KINVO responses, growth in social media pages and increased End-of-year enrollment data from LACES Profile report for 2023 by program</p>	<p>Target potential students for CDP about the upcoming registration period using LACES.</p> <p>Continue use of Facebook, Instagram, LinkedIn and Twitter to promote classes, programs and events at NRAE.</p>	<p>6/30/23</p> <p>Marketing /Social Media Specialist</p> <p>Career Developer School Counselors Program Leaders</p> <p>Site Supervisors</p> <p>Director of Adult Ed.</p>	<p>FY 2023 Program profile will show increases:</p> <p>Returning students increase to 158</p> <p>New students increase to 156</p>
<i>Strategy 3: Increase Community Partnerships</i>	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Progress Next Steps 10/24/22</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p><b>Action Steps/Activities:</b></p> <p>Provide weekly representation at American Job Center for recruiting purposes.</p> <p>Provide promotional materials for all programs at neighborhood cultural events</p>	<p>38 partners (see attached list p.14-22)</p>	<p>Increased partnerships and growth of community partners on Advisory Board</p>	<p>Partnered with LEAD to offer ESL classes.</p> <p>Partnered with Reliance Health to offer</p>	<p>6/30/23</p> <p>Adult Education Director</p> <p>Program</p>	<p>5 new community partners</p> <p>Additional data that supports activities</p>



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<p>Outreach to preschool and elementary schools, including sending flyers home to all students regarding Families Learning English/Family Literacy program</p> <p>Continue partnerships with the Education Committee of the Norwich Chamber of Commerce and Eastern Chamber of Commerce and with NPS MLL Director and with Family Engagement Liaisons</p> <p>Establish relationship with LEAD/Mosaic and other community agencies</p> <p>Utilize Advisory Board as a source for new connections, ideas, and outreach</p> <p>Establish reciprocal website links with participating school districts and community partners</p>			<p>ABE/GED.</p> <p>Renewed partnership with Lebanon Pines to offer ABE/GED classes.</p> <p>October Advisory Board meeting to 'find' new connections.</p> <p>Invite Liz S. to the next meeting to review current media practices.</p>	<p>Facilitator</p> <p>Program Leaders</p> <p>Career Developer</p>	
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**Focus Area 2: Increase student retention/engagement in all programs**

**Theory of Action:** If we incentivize instructional opportunities for students, then students will have more motivation to attend and succeed, resulting in more students completing their program of study.

<b><i>Strategy 1: Equity and School Climate</i></b>	<b>Baseline Data FY 2022</b>	<b>Performance Measure/Outcome</b>	<b>Progress Next Steps 10/24/22</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
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## Norwich Public Schools- Adult Education

<p><b>Action Steps/Activities:</b></p> <p>Continue to support and empower our very diverse community of learners</p> <p>Develop and implement a climate survey that includes an equity lens focus</p> <p>Offer credential programs to eligible ESL students through a Program Enhancement (PEP) grant</p> <p>Offer on-site referral services for all students through partnership with UCFS</p> <p>Offer case management services to students help to address barriers to student attendance/completion</p>	<p>Demographic data FY22: 179 female 107 male</p> <p>35 Asian-American 96 Black/African American 92 Hispanic/Latino 3 reporting 2 or more races 59 white</p> <p>New Climate/Equity Survey to be used for baseline data in November (in development at NRAED)</p>	<p>Record of PDs focused on equity</p>	<p>Finalize equity/climate survey-adjust for ESL/other programs and administer in November</p> <p>Recruit for CNA program (Screening to be completed prior to 11/15 start)</p> <p>Continue semi-monthly UCFS case management offerings</p> <p>Continue to offer on-site case management services to address student participation/attendance barrier</p>	<p>6/30/23</p> <p>PDEC committee</p> <p>Teachers</p> <p>Support Staff</p>	<p>Exceed ethnic diversity as documented in demographic data for FY22 by 15%</p> <p>Determine percentage of positive responses to new Climate/Equity Survey and use as baseline data for future goal setting/study.</p> <p>credential programs offered: Manufacturing, CNA, National Retail Foundation (Customer Service)</p>
<p><b>Strategy 2: Student engagement</b></p>	<p><b>Baseline Data FY 2022</b></p>	<p><b>Performance Measure/Outcome</b></p>	<p><b>Progress Next Steps</b> 10/24/22</p>	<p><b>Due Date/ Persons Responsible</b></p>	<p><b>Evidence of Success</b></p>

## Norwich Public Schools- Adult Education

<p><b>Action Steps/Activities:</b></p> <p>Offer pathways to high school completion, workforce readiness focus in all classes, certification and credential programs, post-secondary transition activities and exposure to post secondary training and education.</p> <p>Implement Student Pathway Plan to track progress in order to ensure that students have a role in defining and monitoring their individual plans for success. This includes career pathways and career exploration plans.</p> <p>Recruit, hire and train case managers to work in concert with administration and counselors to help address barriers to attendance, in order to assist students in successfully transitioning to post-secondary education, training or the workforce.</p>	<p>CDP 17 completions (64 students, 27%)</p> <p>ABE Educational Functioning level gain (10 students 33%)</p> <p>GED 7 completions (30 students, 23%)</p> <p>NEDP 4 students, no graduates</p> <p>ESOL of 179 students, 29.1% EFL level gain</p>	<p>Implementation of Student Success Plans, including progress to goals</p>	<p>Upcoming State workshop on Student Success plans will determine course of action.</p> <p>Continued use of existing individual college/career pathway for students</p> <p>Implementing an online career exploration platform (Virtual Job Shadow) to increase student exploration of career clusters and post-secondary options.</p>	<p>6/23/2023</p> <p>Case Manager(s)</p> <p>School Counselor</p> <p>Career Developer</p> <p>All Teachers</p> <p>SIP/Data team</p> <p>Director of Adult Ed.</p>	<p>CDP 30 completions (note that increase in CDP credit requirement may reduce completions)</p> <p>ABE 15 students 60% make a gain</p> <p>GED 15 completions</p> <p>NEDP 3 completions</p> <p>ESOL EFL level gains will increase to 40%</p>
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## Norwich Public Schools- Adult Education

### **Focus Area 3: Implementation of College and Career Readiness Standards**

**Theory of Action:** If our instruction uses the College and Career Readiness Standards as a foundation, then our students will show learning gains across all programs, including ESOL, NEDP, ABE, GED, and CDP.

<b><i>Strategy: Professional Development</i></b>	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Progress Next Steps</b> 10/24/22	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p><b>Action Steps/Activities:</b></p> <p>PLCs will focus on professional learning regarding utilizing TopsPro reports and College and Career Readiness Standards (CCRS) aligned resources to inform instruction and integrate the standards into curriculum and instruction</p> <p>All new ESOL teachers will complete English Language Proficiency training</p> <p>All new CDP, ABE, and GED teachers will complete CCRS ELA or Math 101 and 102 series trainings</p>	<p>Diplomas for CDP-17 Diplomas for GED- 7</p> <p><b>CDP/ABE/GED</b> /</p> <p><b>NEDP:</b> EFL gain GOALS Reading 48%</p> <p>EFL gain GOALS Math 36%</p> <p><b>ESL:</b> EFL gain Life and Work Reading 49%</p>	<p>Running agendas from PLC/staff meetings for all programs</p> <p>Records of PD focused on CASAS score reports and CCRS</p>	<p>Plan for upcoming November PD session on 11/8 and 11/9</p> <p>All teachers to complete CCRS/ELP training.</p>	<p>6/30/23</p> <p>Data team</p> <p>Program leaders</p> <p>All teachers</p> <p>Director of Adult Ed.</p>	<p>8% increase in learning gains and/or Measurable Skills Gains (MSGs) and Educational Functioning Levels (EFLs)</p>

## Norwich Public Schools- Adult Education

### **Focus Area 4: Increase Learning Gains and Secondary Completion**

**Theory of Action:** If we teach academic and employability skills with embedded digital literacy, then students will increase academic learning gains across all programs, resulting in increased readiness for post-secondary education and/or training.

<i>Strategy: Professional Development</i>	<b>Baseline Data FY 2022</b>	<b>Performance Measure/Outcome</b>	<b>Progress Next Steps 10/24/22</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p><b>Action Steps/Activities:</b></p> <p>Provide Professional Development that focuses on achieving CASAS gains</p> <p>All teachers will have a T-EVAL goal of increasing CASAS scores and Educational/Functioning Level (EFL) MSG level gains</p> <p>Provide further teacher training on interpreting TOPS Pro reports to guide instruction</p> <p>Provide further training on data-driven instruction leading to Measurable Skills Gains</p> <p>Expand use of data through monthly review by new Data Team consisting of program leaders and/or teachers across programs</p>	<p>Diplomas for CDP-17 Diplomas for GED- 7</p> <p><b>CDP/ABE/GED/NEDP:</b> EFL gain GOALS Reading 48%</p> <p>EFL gain GOALS Math 36%</p> <p><b>ESL:</b> EFL gain Life and Work Reading 49%</p>	<p>End-of-year data from LACES</p> <p>Profile Report for 2023</p>	<p>Provide first round of testing for students with more than 40 hours of attendance.</p> <p>Continue to address attendance barriers to maximize gains in test outcomes.</p> <p>Continue evaluation of reports with an emphasis on analysis of MSGs, recruitment and attendance.</p>	<p>6/30/23</p> <p>Program Leaders</p> <p>Program Facilitator</p> <p>Director</p>	<p>8% increase in learning gains and/or Measurable Skills Gains (MSGs) and Educational Functioning Levels (EFLs)</p>

# Norwich Public Schools- Adult Education

## **Community Partner Activities, Roles and Responsibilities**

- Participates in twice-yearly advisory meeting
- Provides and shares social media announcements
- Partner for student activities in the communities
- Assist with employment
- Assist with post-secondary transition activities
- Assist with funding opportunities
- Provide general service/support

## **2022 Advisory Board Members**

### **Angela Adams, Director**

Norwich Chamber of Commerce  
187 Main Street  
Norwich CT 06360  
860-887-1647  
[angelaadams@norwichchamber.com](mailto:angelaadams@norwichchamber.com)

### **Kathy Allen, Executive Director**

Thames River Family Program  
1 Thames River Place  
Norwich CT 06360  
[kathya@trfp.org](mailto:kathya@trfp.org)  
860-887-3288

### **Melita Arms, MSW**

### **Voc Rehab Counselor, DMAS**

401 West Thames Street  
Building #301  
Norwich CT 06360  
860.859.4718  
[melita.arms@ct.gov](mailto:melita.arms@ct.gov)

## Norwich Public Schools- Adult Education

### **Tara Booker, Director**

Norwich Human Services  
80 Broadway  
Norwich CT 06360  
[tbooker@cityofnorwich.org](mailto:tbooker@cityofnorwich.org)  
860-823-3778

### **Megan Brown**

Sr. Director Marketing and Development  
Thames Valley Council for Community Action  
860-425-6514  
[megan.brown@tvcca.org](mailto:megan.brown@tvcca.org)

### **Leo Butler, Director of Diversity**

Norwich Free Academy  
305 Broadway  
Norwich CT 06360  
[butlerl@nfaschool.org](mailto:butlerl@nfaschool.org)  
860-425-5635

### **Carrie Dyer, Chief Operating Officer**

Reliance Health Inc.  
40 Broadway  
Norwich CT 06360  
[cdyer@reliancehealthinc.org](mailto:cdyer@reliancehealthinc.org)  
860-887-6536

### **Robert D. Farwell Executive Director**

Otis Library  
261 Main Street  
Norwich CT 06360  
860-889-2365

## Norwich Public Schools- Adult Education

[bfarwell@otislibrarynorwich.org](mailto:bfarwell@otislibrarynorwich.org)

**Gumwatty Garcia**

American Job Center  
601 Norwich-New London Suite 1  
Uncasville, CT 06382  
[ggarcia@tvcca.org](mailto:ggarcia@tvcca.org)  
860-848-5922

**Nancy Gartley**

TVCCA  
1 Sylvandale Rd  
Jewett City, Connecticut, 06351  
(860) 889-1365  
[ngartley@tvcca.org](mailto:ngartley@tvcca.org)

**Bassem Gayed**

Multi-Cultural Service Coordinator  
Otis Library  
261 Main Street  
Norwich CT 06360  
[bgayed@otislibrarynorwich.org](mailto:bgayed@otislibrarynorwich.org)  
860-889-2365

**Nekeisha Grant, Executive Director**

OIC New London  
106 Truman Street  
New London CT 06320  
860-447-1731 X 314  
[ngrant@oicnlc.org](mailto:ngrant@oicnlc.org)

**Miria Gray, Community Education Officer**  
**Chelsea Groton**



## Norwich Public Schools- Adult Education

904 Poquonnock Road  
Groton, CT 06340  
Phone: 860-448-4252  
[MGray@chelseagroton.com](mailto:MGray@chelseagroton.com)

**Erin Haggan, Director**  
**Norwich Youth and Family**  
75 Mohegan Road  
Norwich, CT 06360  
(860) 823-3782 X3484  
[ehaggan@cityofnorwich.org](mailto:ehaggan@cityofnorwich.org)

**Cheryl Hancin-Preston, Recreation Director**  
75 Mohegan Road  
Norwich, CT 06360  
(860) 823-3791  
[chancinpreston@cityofnorwich.org](mailto:chancinpreston@cityofnorwich.org)

**Jinelle Hooker**  
**Director of Youth Development Services**  
One Piece of the Pie  
832 Main Street (Rear)  
Willimantic, CT 06226  
(860) 761-7300  
[jinelle.hooker@opp.org](mailto:jinelle.hooker@opp.org)

**Ms. Amy Huysman, Youth-focused Vocational Rehabilitation (VR) Counselor**

## Norwich Public Schools- Adult Education

113 Salem Tpke North Bldg Suite 200  
Norwich, CT, 06360  
860-859-5720  
[amy.huysman@ct.gov](mailto:amy.huysman@ct.gov)

**Pam Kinder**  
**Vice President of Business Development**  
United Community and Family Services  
47 Town Street  
Norwich CT 06360  
[pkinder@ucfs.org](mailto:pkinder@ucfs.org)  
860-822-4146

**Carol LaBelle, Sr. Director of Programs & Special Projects**  
108 New Park Avenue  
Franklin, Connecticut 06254  
860) 859-4100  
[labellec@ewib.org](mailto:labellec@ewib.org)

**Suki Lagrito**  
Global City Norwich  
66 Franklin Street  
Norwich CT 06360  
[suki@globalcitynorwich.com](mailto:suki@globalcitynorwich.com)  
860-304-8505

**Lakisha Lee, Assistant Director Residential Program**  
Safe Futures  
16 Jay Street  
New London, CT 06320

## Norwich Public Schools- Adult Education

[llee@safefuturesct.org](mailto:llee@safefuturesct.org)

**Stacey L. Lawton, Executive Director**

**SCADD**

7 Camp Mooween Road

Lebanon, CT 06249

(860) 886-2495

[staceylawton@scadd.org](mailto:staceylawton@scadd.org)

**Joseph Marino**

**Executive Director IASC**

8 Washington Street

New London CT 06320

(860) 629.7758

[iascct.execdir@gmail.com](mailto:iascct.execdir@gmail.com)

**Marie Matos**

**Executive Director, LEAD**

66 Franklin Sq.

Norwich, CT 06360

207.826.9267

[mmatos@ctlead.org](mailto:mmatos@ctlead.org)

**Katherine Milde, Coordinator**

Youth Workforce Development Program

100 Broadway, Suite 212

Norwich CT 06360

860-823-3778

[kmilde@cityofnorwich.org](mailto:kmilde@cityofnorwich.org)

**Jennifer J. Mueller,**

[JM Mueller@trcc.commnet.edu](mailto:JM Mueller@trcc.commnet.edu)

**Amanda Murphy, Project Coordinator**

108 New Park Avenue

## Norwich Public Schools- Adult Education

Franklin CT 06254  
860-859-4100  
[murphya@ewib.org](mailto:murphya@ewib.org)

**Paula Oberg, Executive Director**

Martin House  
401 West Thames Bldg 700  
Norwich CT 06360  
[paulao@martinhousect.org](mailto:paulao@martinhousect.org)  
860-889-6150

**Senator Cathy Osten**

Legislative Office Building  
Room 2700  
Hartford, CT 06106-1591  
860-240-0579, or  
Toll-free: 1-800-842-1420  
[Osten@senatedems.ct.gov](mailto:Osten@senatedems.ct.gov)

**Jessica Polach, Vocational Rehab Counselor**

Department of Rehab Services  
113 Salem Turnpike  
Norwich CT 06360  
860.859.5725  
[Jessica.Polach@ct.gov](mailto:Jessica.Polach@ct.gov)

**Debbi Poirier, Director**

TVCCA Little Learners  
401 W Thames St

## Norwich Public Schools- Adult Education

Unit 201  
Norwich CT 06360  
[dpoirier@tvcca.org](mailto:dpoirier@tvcca.org)

**Rosann Rafala, Director of Residential Services**

Lebanon Pines  
37 Camp Mooween Road  
Lebanon CT, 06249;  
860.212.3994  
[Rosannrafala@scadd.org](mailto:Rosannrafala@scadd.org)

**Hector Sanchez, Youth Workforce Development**

Norwich Human Services  
100 Broadway  
Norwich CT 06360  
[Hsanchez@cityofnorwich.org](mailto:Hsanchez@cityofnorwich.org)  
860-823-3778 ext. 3482

**Joanne Semmelrock, Program Facilitator**

Norwich Regional Adult Education  
191 Hickory Street  
Norwich CT 06360  
860-823-4299  
[jsemmelrock@norwichpublicschools.org](mailto:jsemmelrock@norwichpublicschools.org)

**Claire Silva, Executive Director**

Madonna Place  
240 Main Street  
Norwich CT 06360  
[csilva@madonnaplace.org](mailto:csilva@madonnaplace.org)  
860-886-6600 x 112

**Erin Sullivan, TRCC**

[ESullivan@trcc.commnet.edu](mailto:ESullivan@trcc.commnet.edu)

## Norwich Public Schools- Adult Education

### **Tracy Tremblay, Comm. Impact Initiative Manager**

United Way  
283 Stoddards Wharf Rd,  
Gales Ferry, CT 06335  
860.464.3313

[Tracy.Tremblay@uwsect.org](mailto:Tracy.Tremblay@uwsect.org)

### **Jessica Vocatura, Director of Counseling**

#### **NFA**

305 Broadway  
Norwich CT 06360  
860-425-5600

[vocaturaj@nfaschool.org](mailto:vocaturaj@nfaschool.org)

### **Dr Rachna Walia**

UCFS  
47 Town St  
Norwich, CT 06360  
(860) 892-7042

[Rwalia@ucfs.org](mailto:Rwalia@ucfs.org)