



THE LITERACY COUNCIL  
OF LANCASTER-LEBANON

# The LiteracyLine

Winter 2016

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## The Literacy Council of Lancaster- Lebanon

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### Second Stop on the Road to GED Success - **Bobbi Hurst, Student Services Coordinator**

The first stop on the road to GED success identified the importance of computer skills and keyboarding proficiency. You learned the specific skills needed for the GED test, as well as how to acquire and practice those skills. So, after a jump-start of digital skills, the second stop on the road to GED success will be a steady cruising speed comprised of studying and test-taking strategies, both general and specific to the GED.

Begin by generally finding out how you think and learn best. This is an important first step in any new learning adventure. The website: [www.educationplanner.org](http://www.educationplanner.org) is a good place to start. There is a short, 20-question learning styles inventory that will identify your preferred style. In addition to identifying visual, auditory, and tactile learners, the inventory lists strategies for utilizing learning strengths. Just do a Google search for "learning styles" for more detailed information and a lot of other free inventories.

Next, get totally familiar with what content will be on each of the four GED tests. The website: [www.gedtestingservice.com](http://www.gedtestingservice.com) will supply all the details. Pay attention to the different sub-sections on each test and specifically, what percentage of the test each sub-section comprises. Life science comprises about 50% of the science GED test. Civics and government comprises about 50% of the social studies test. Informational non-fiction comprises about 75% of the English language arts test. Algebraic reasoning comprises about 50% of the math test. It would make good sense to spend sufficient time studying the content heavy sub-sections of each test, rather than those areas in which there are just a couple of questions. In addition, register for an official practice test for each subject through the portal [www.myged.com](http://www.myged.com). This will provide a baseline predicted test score, a comprehensive diagnostic, and a reference for study materials.

Now that you have identified your learning style, know the content of the four subjects on the GED and know what you need to study. It's time to think specifically about the materials you will use and how you will study. If you are a visual learner, you may want to use materials with plenty of graphics and with links to pictures, videos, and demonstrations. If listening is a preferred learning style, you may need to attend class, discuss ideas, and study with other people. For tactile learners, it is important that you are able to write in your study guide, specifically, by highlighting or underlining key words and ideas, making notes in the margins, answering the guide practice questions, and creating graphic organizers like time lines and word webs.

Finally, here's the million dollar question: How will you stay motivated to get the studying done? Simply stated, set yourself up for success by setting SMART goals. For excellent information on goal setting, check out the website [www.adultstudent.com](http://www.adultstudent.com) especially if getting started is overwhelming. Think short term by setting goals for each sub-section of each individual test. Then, create an action plan for achieving success on that one test by listing every little step you will need to take along the way. In addition, try to reduce preparation time by beginning with a subject area in which you have the most background knowledge. Passing one test quickly will be a tremendous incentive to continuation and completion of the GED.

Digital skill proficiency will jump-start preparation for the GED. Continue the journey at a steady speed learning good study and test-taking skills. As a result, you will be at least half-way to your ultimate destination - GED success.





## Networks for Integrating New Americans Update - Cheryl Hiester, Executive Director

In our last issue of *The Literacy Line*, I had just returned from the kick-off event for the Networks for Integrating New Americans project. This project, funded by the U.S. Department of Education and facilitated by World Education, is a technical assistance grant designed to help existing networks leverage the networking advantage in order to improve the linguistic, civic, and economic integration of immigrants and refugees.

The Lancaster County Refugee Coalition (LCRC) received one of five technical assistance grants for this project, and The Literacy Council is proud to be part of this opportunity. As we near the end of our project, we reflect on how much we have learned from the technical advisors, our coach, and each other.

In October, our Networks for Integrating New Americans core team attended a two-day institute where we learned about each other's successes and challenges. The highlight of the Fall Institute was our invitation to the White House where we were given an opportunity to present the work of our network to members of The White House Domestic Policy Council and other federal officials. In addition, World Education will be sharing lessons learned with policy makers.

If you would like to read more about Networks for Integrating New Americans, visit:  
<http://worlded.org/WEInternet/us/project/display.cfm?ctid=na&cid=na&tid=40&id=13981>

### The Networking Advantage

**"If you want to go quickly, go alone. If you want to go farther, go together."** -African proverb

I first heard this proverb from one of our technical advisors, Madeleine Taylor, who provided a framework for forming and sustaining high functioning networks. The Literacy Council actively seeks opportunities to collaborate with community partners so that we can have a bigger impact on those we serve. Working collaboratively

brings both rewards and challenges; but in the end, the opportunities it provides for us to connect with other organizations to share information, to align with those organizations to benefit our students, and to produce new services that meet the needs of our community, is well worth the time and effort.

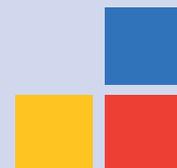
The Literacy Council would like to give a big shout out to a few of our community partners who make it possible for us to help adult learners achieve their goals.

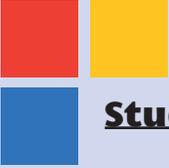
- Lancaster-Lebanon Intermediate Unit 13
- The Lancaster CareerLink
- The Lebanon CareerLink
- Diehl Associates
- Sunrise Rotary Club
- Lancaster South Rotary Club
- The Lancaster and South Central Workforce Investment Boards
- Lutheran Children and Family Services
- Church World Service
- Franklin and Marshall College
- South East Lancaster Health Services
- Lancaster Newspapers
- Walz Group
- The United Way of Lancaster County
- The United Way of Lebanon County
- Lancaster County Community Foundation
- Pennsylvania Association for Nonprofit Organizations
- Pennsylvania Association for Adult and Continuing Education
- The Nonprofit Solution Exchange

Thank you!

## Upcoming Event: An Evening of Matched Pairs - April 10, 2016

Save the date for this special fundraising gala designed to celebrate and honor our matched pairs of tutors and students. It is truly a lovely evening filled with delicious food from local restaurants expertly paired with delightful spirits. Both a silent and live auction provide opportunities for attendees to support the students and programs of The Literacy Council of Lancaster-Lebanon. Hope to see you there!





## Student Spotlight

### **Dilli Ram Chapagain from Nepal: Student Turns Teacher in the Welcoming English Class for Newly Arrived Refugees** - Linda Cullen, ESL Services Coordinator

Dilli Ram remembers little about his beautiful country of Bhutan. He was only a child when the government gave his family 15 days to leave their beautiful three-story house and their large fruit and vegetable farm. A family that once had everything now had nothing. They even had to pay the driver who packed too many villagers into a truck and drove them for three days into India.

In another three days, they reached the refugee camp in Nepal. Here they were given enough bamboo to construct a small 10'x18' hut where their family of seven lived for the next 18 years. Dilli Ram's camp, The Goldhap Refugee Camp, was one of seven in Nepal, holding 106,000 refugees from Bhutan. Goldhap made international news in 2011 when a horrific fire left thousands homeless.

Dilli Ram grew up and attended school from level one to level ten, received honors in his college boards, and finally left to attend a college in India. He returned to his family in Nepal and married a Nepali girl. He worked part-time as a teacher and continued his studies towards a master's degree in science. Dilli Ram and his wife, Nar-Maya, recently entered the United States, and in September, Dilli Ram started attending the United Way funded English class for new arrivals.

During the first weeks, the class was overcrowded, and it became apparent that many in the class were not new arrivals. Among the Iraqis, the Congolese, the Somali,

the Cubans and Haitians, were quite a few familiar elderly Bhutanese who had been in Lancaster for a few years. Dilli Ram, who speaks English well, translated their frustrations to the staff at The Literacy Council. He explained that the older folks were grateful for English class, even though it is difficult for them to learn. "Some," he said, "never had any formal education. They are determined not to sit at home and be afraid to answer the phone or venture to the store because they do not speak English. They want to learn. In class, they are not depressed. Class has become their support group. There, they meet with others."

Dilli Ram exemplifies the spirit of the refugees. He did not wait for another class to start. He volunteered to teach the group of elderly himself and now has a popular class full of happy senior refugees. He admits teaching has done a lot for his own self esteem. "It is simple," he says, "I love teaching, and seeing the results from the students is my payment."

Welcome to Lancaster, Dilli Ram Chapagain. We are glad you're here!



### **Coming to America - Jane Myers, Volunteer Services Coordinator**

"My young son was dying; I was desperate. No insurance and no money. I remember when they put him in an ambulance to go from L. When I was given the assignment to write an article for the newsletter, I had planned to interview a student and tutor match. However, before I put my plan into action, the world was shattered again by the terrorist attacks in France. My students keep journals, and I realized that the common theme throughout their writing is their journey to America and their feelings about this country. In times of turmoil, it is important to focus on the positive impact "Coming to America" has had on our students.

"The winter is coming again. Another winter in this country, but will be different because many things changed in my life. I came to the United States one year ago and I am proud of me because working hard and focused on my way I got good things.

I miss my family, of course, my husband, my father, today is his birthday, but I feel better than before. The time and this country are making me stronger. Good thoughts are coming to my mind, will be cold outside but my heart is beating warm again."

*continued on page 4...*





## Coming to America (continued from page 3)

“In 2009, I had to leave my country (known as Myanmar) to Malaysia because there is no freedom, no opportunity and no job. The military governed my country. Sometimes we flee to the forest because they took the village for porter.

I went to live in Malaysia for four years. In 2003, February I came to United States. I never forget this time when I was landing in Los Angeles airport. I felt warmly in my heart. The city is very beautiful. It has many colorful. The United States is one of freedom country in the world. I

hope to start my new life. In United States, there are many opportunity, education and economic as well.

Today I have a job and I learn English. First time I felt so frustrated for my dreams, but I have an excellent teacher who is taught me the trade as well as English. (I believe this student has a supervisor who has mentored him) I hope my life is going to be beautiful and bright when I reach my goal. I love America and I enjoy here. God bless American. America, Land of the Free, Home of the Brave.”

## 2015 Gift of Reading Campaign: A Success for LCLL!

Through our annual 2015 Gift of Reading Campaign, which includes both mailed donations and donations given through The Extraordinary Give (November 20, 2015), The Literacy Council of Lancaster-Lebanon (LCLL) has raised \$15,210, exceeding our 2015 goal. Thank you to everyone who donated! YOU are helping LCLL reach the more than 60,000 adults in Lancaster and Lebanon counties who struggle with the most basic literacy skills. With your continued support, and the programs and resources offered through LCLL, we can help these adult learners get

the education they need to be productive family members, workers, and citizens.

**Thank you for supporting the mission of The Literacy Council of Lancaster-Lebanon, and for giving the Gift of Reading!**

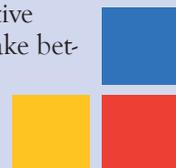


## Kapp Khun Kah! – Danielle Bates, Lebanon Volunteer Tutor

It means, “Thank you!” in Northern Thai. For the last nine months, I have been volunteer teaching the Adult Beginner ESL course in the fellowship hall of Saint Luke’s Episcopal Church on 6th and Chestnut streets in Lebanon. Initially, I had no idea what I was getting involved in. I had just graduated with a B.A. in English, knew that I loved to travel, was interested in TESOL, and thought it would be a valuable, practical experience.

Teaching English to non-native English speakers can be both very rewarding and very difficult at the same time. Words and concepts must be introduced, then reintroduced time and again. Sometimes, a lack of formal education in early school days will create a barrier to student learning. However, seeing the light in a student’s eyes when a classmate (yes, classmate!) explains a basic preposition is a thing to behold. Through this peer learning experience, both students understand more English than they did prior to working with each other.

Recently, I served with a short-term missions team through my church in Chaing Mai, Thailand (a juxtaposition of many). In Chaing Mai, the old turns quickly turns into new, and poverty is right next to grandeur. We were once driving through the city when we were told, “Chaing Mai is full of haves and have-nots. If you have it, you put a fence around it; if you don’t – you try to get it.” In truth, knowing just a bit of English in Thailand can mean the difference between working as a janitor and working as a receptionist in a hotel. Traveling to Thailand had a few unexpected lessons in store for me. I realized how much I appreciated living in a location where I spoke the native language. My experience also highlighted the many challenges our students face moving to a new location and learning a new language at the same time. I am also thankful that through teaching English to non-native speakers, I have the opportunity to help others make better lives for themselves and their families.





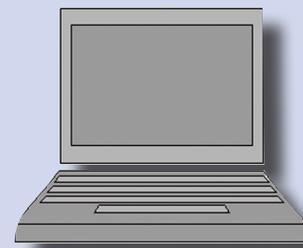
## **Computers in Literacy Programs** **- Cathy Roth, Student/Teacher Services Coordinator, Lebanon**

Recently my computer crashed. One never realizes how useful office equipment is until it malfunctions.

My laptop will be replaced, but the necessity of computers has been clearly felt. Hardly an hour goes by in The Literacy Council office without the use of a computer. Our website provides information about the services we provide, and it links both students and tutors to online resources.

There are many free websites that provide ESL/Citizenship/GED preparation. It is our task to connect students to free resources to supplement their classroom experience. In that way, students can practice skills outside of class time. The Literacy Council also pays for online learning resources for reading instruction. Reading Horizon online and Merit Solutions are two of those websites utilized by our adult learners. Students are assigned to these websites, then assessed and monitored as they work through the lessons.

Many students have obtaining a job as their goal. With the help of their tutors, students compose resumes and cover letters and apply for jobs on [www.jobgateway.com](http://www.jobgateway.com). They often need to set up e-mail to receive responses to their applications, and if help is needed to create their e-mail accounts, tutors provide assistance.



Of course, there is the need to report our student and program data to funders. Utilizing a statewide data system for adult education, student attendance, progress, and accomplishments are reported to the PA Department of Education on a monthly basis, and also sent to United Way, as required.

I can't imagine a day without some type of technology and computer activity!

## **Career Pathways - Cathy Roth, Student/Teacher Services Coordinator, Lebanon**

Being located at the CareerLink in Lebanon has been a blessing. Every Tuesday, Unemployment Compensation recipients are required to attend a prep meeting. The purpose is to explain how they can optimize their chance of obtaining new employment. I often tell them that when I was first looking for a job, I used a electric typewriter and was trained to thread a 35 millimeter projector. The qualifying skills of yesterday are not adequate for job

searches today. Computer and technology skills are an essential part of a job search. Even adults who graduated 10 years ago may not have the skills employers are seeking today. For that reason, it is very important to help our students acquire and/or refresh their technology skills. It is one way we can help them take steps to gain or maintain employment that will provide sustainable living wages for both the student and his/her family.

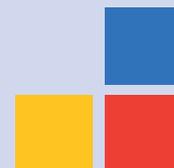
## **My Wish for The Literacy Council - Jenny Bair, Program Director**

As Program Director of The Literacy Council, I have the honor of providing an example of a "mission moment" at each meeting with the Board of Directors. Every meeting, I get to share a student story that reflects the reasons why we do what we do. Recently, I shared a story about an English student who struggled when he first arrived in Lancaster. Of course, he didn't speak the language, it was difficult to make ends meet, and it was hard to get ahead. Then, he learned English in classes provided in the community. Now, he has a good job, became a home owner, and can provide for his family.

When we were generating ideas for newsletter articles I was asked to create a wish list. Thinking back on this story I realize that my biggest wish is that The Literacy Council can continue its mission to provide opportunities for life-long learning and learning for life to our students and in our community.

How can you help provide that wish?

- Volunteer
- Donate
- Advocate



## The Literacy Council of Lancaster-Lebanon

We serve the people and communities of Lancaster and Lebanon Counties; working in partnership with multiple stakeholders, including but not limited to nonprofit agencies, educational institutions, business and industry employers, governmental staff, and organizations. Key to our success is a network of highly qualified volunteers, professional staff, and a supportive community.

### Mission

Promoting life-long learning and learning for life.

### Vision

Adults have skills to transform their lives, sustain their families, and strengthen their communities.

### Values

- **Quality** – Our high-quality programs and services are rooted in evidence-based practices and offered in an encouraging and caring environment.
- **Goal-Driven** – Our programs and services demonstrate results that support the education students need to successfully transition to the next step of obtaining their life goals.
- **Respect and Integrity** – Our compassionate and caring approach and interactions are highly respectful of diverse backgrounds and differences. Our integrity rests in our word, all deeds and actions that ensure trustworthiness and confidentiality.
- **Leadership** – Our staff, board members, volunteers, and students are engaged and are actively advocating for adult education. Our responsibility to continually enhance our own leadership skills will keep us prominent in the field.
- **Innovative** – Our effective partnerships, strategic approaches, and being open to possibilities allow us to respond creatively to our work.
- **Collaborative** – Our willingness to build strong relationships and alliances with others that support our mission ensures commitment to serving our community and the betterment of society at large.



**The Literacy Council of Lancaster-Lebanon is a partner agency of the United Way of Lancaster and Lebanon Counties.**

### Board

The Literacy Council is governed by a volunteer board of directors. 2015-2016 board members:

Derek Dissinger, President  
 Julie Rhoads, Vice President  
 Eric Luckenbaugh, Secretary  
 Robyn Dougherty, Treasurer

Ashley Garcia	Marlene Usdin
Carmen Guaigua	Martha Guaigua
Cheryl Hiester*	Sandy Strunk
Dave Diffendal	Richard Frerichs
Frank Byrne	

*\*(Non Voting)*

### Staff

Jenny Bair, Program Director  
 Linda Cullen, ESL Services Coordinator  
 Karey Getz, Program Assistant  
 Cheryl Hiester, Executive Director  
 Roberta Hurst, Student Services Coordinator  
 Jonile Miller, Office Manager, Lebanon  
 Jane Myers, Volunteer Services Coordinator  
 Ilsa Powell Diller, Outreach & Resource Coordinator  
 Cathy Roth, Student Services Coordinator, Lebanon

### Volunteers Needed

Do you want to make a difference in someone's life and in your community? Please consider tutoring an adult student. Tutors are needed to teach basic education skills including reading, writing, mathematics, English language, and GED preparation. We provide training, all materials, and technical support. For more information in the Lancaster area, please call 717-295-5523. For more information in the Lebanon area, please call 717-274-2554.