



THE LITERACY COUNCIL
OF LANCASTER-LEBANON

2015-2016 Community Report



The Literacy Council of
Lancaster-Lebanon (LCLL)

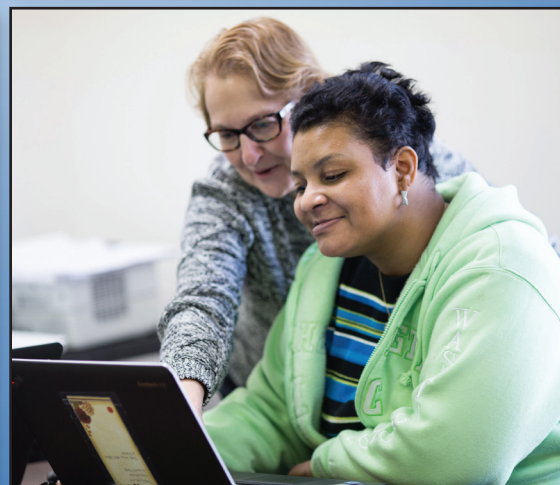
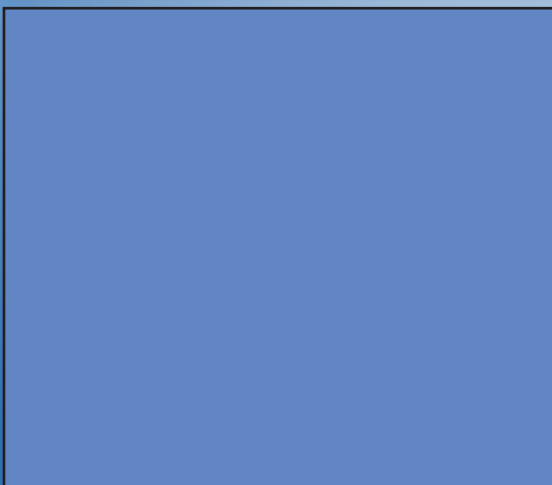


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Vision

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

Mission

The Literacy Council of Lancaster-Lebanon provides opportunities for lifelong learning and learning for life.

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 learning students need to successfully transition to the next step in obtaining their life goals.

Respect & 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 ensure trustworthiness and confidentiality.

Leadership – Our staff, board members, volunteers and students are engaged and are actively advocating for adult education. Our responsibility to continuously enhance our own leadership skills will keep us prominent in the field.

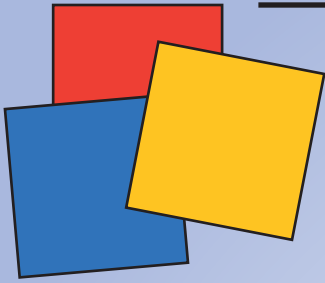
Innovative – Our effective partnerships, strategic approaches and being open to possibilities allow us to respond creatively to our work.

Collaborative – Our desire to build strong relationships and alliances with others that support our mission ensures commitment to serving our community and the betterment of our community.

Learning and Growing – Our board, volunteers and staff are committed to continuously evaluating our skills and staying engaged in professional development so that we are providing the highest quality learning and growing experiences for our students.

Sustainability – The Literacy Council will make sound governance, program and fiscal decisions that honor the organization's ability to grow and thrive so that more adults in need can access our services.

For many adults in Lancaster and Lebanon Counties, The Literacy Council is more than a second chance at a basic education, it is their last chance.



Dear Friends of The Literacy Council of Lancaster-Lebanon,

Isaac Asimov said, "It is change, continuing change, inevitable change that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be."

This has never been truer for teaching and learning organizations like The Literacy Council. Since 1985, we have been providing adult basic and literacy education services in Lancaster and Lebanon Counties and a lot has changed since our early days.

Back in 1985, the first board of directors was formed and space was donated by the Lebanon Senior Center and the Neff School in Lancaster. All activities were conducted from those offices by Ruth Morehead and Jean Henry. Funds were raised by "passing the hat" at board meetings that were held at the board president's home. There were no paid staff, 34 volunteers and 50 students were served that year. Today, The Literacy Council maintains offices in both downtown Lancaster and Lebanon. We have 9 full time staff, 5 adjunct teachers and 140 active volunteer teachers. Funding comes from the PA and U.S. Departments of Education, United Way of Lancaster and Lebanon Counties, grants and contracts, foundations, private gifts and donations, and fund raising events such as "An Evening of Matched Pairs." We are serving nearly 1,000 learners a year in more than 50 locations throughout Lancaster and Lebanon Counties.

There is still so much more to do! Did you know that more than 65,000 adults living in our service area struggle with the most basic academic skills? Some of them have lived here all of their lives and were not able to complete school. Others graduated but did not keep up with the skill demands of a changing society. Many of our students moved to our community from other countries as immigrants and refugees.

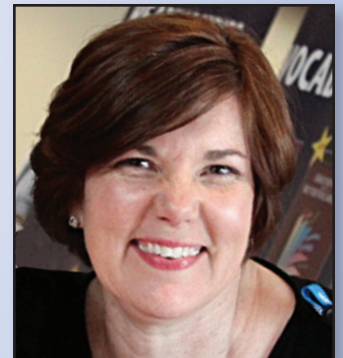
We continue to face many challenges. In addition to changes in our community, job market and technology, we recently learned that we would be losing our downtown Lancaster headquarters. These challenges are placing new demands on our staff and community supporters.

As we move into our next 30 years of service we not only want to thank our friends who have and continue to support our mission, but also encourage others to help us in the fight to provide a basic education to adults and help them be productive citizens, family members, and employees.

Gratefully,



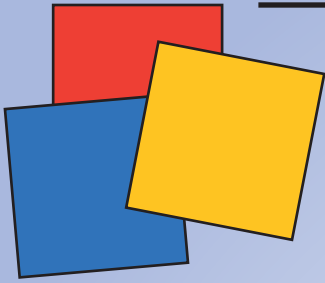
Rich Frerichs
President, Board of
Directors 2016-2017



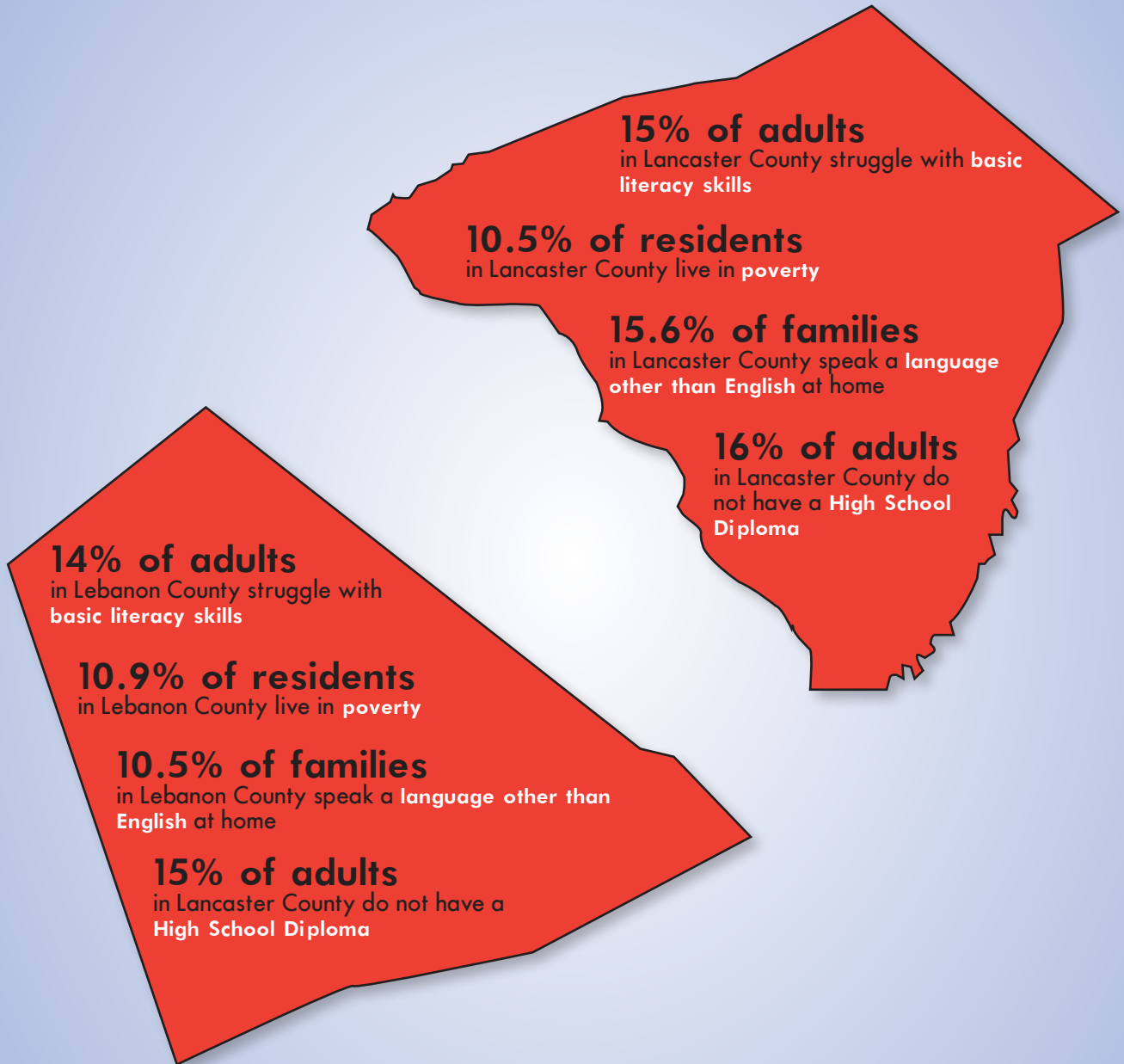
Cheryl Hiester
Executive Director

Major Accomplishment 2015-2016

The Literacy Council of Lancaster-Lebanon is proud to have been accredited by the Pennsylvania Association of Nonprofit Organizations (PANO) as successfully completing all the requirements of their licensed Standards for Excellence® program. We were awarded this accreditation after voluntarily opening our organization to a rigorous review of all aspects of our operations by staff at PANO. The results found that The Literacy Council of Lancaster-Lebanon complies with 56 standards outlined in the Standards for Excellence®: An Ethics and Accountability Code for the Nonprofit Sector. The Standards for Excellence is defined by eight Guiding Principles dealing with areas such as strategy, leadership, legal compliance, financial operations, public advocacy, integrity, responsibility, and accountability. Visit <http://www.pano.org> for more information about PANO and the Standards for Excellence®.



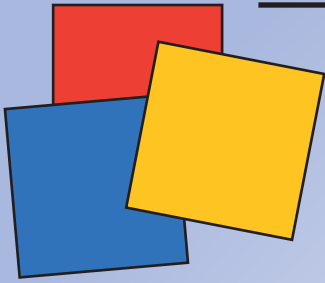
Snapshot: Lancaster and Lebanon Counties Literacy Statistics



Sources

<http://nces.ed.gov/naal/estimates/StateEstimates.aspx>

<https://www.census.gov/quickfacts/table/PST045215/00>

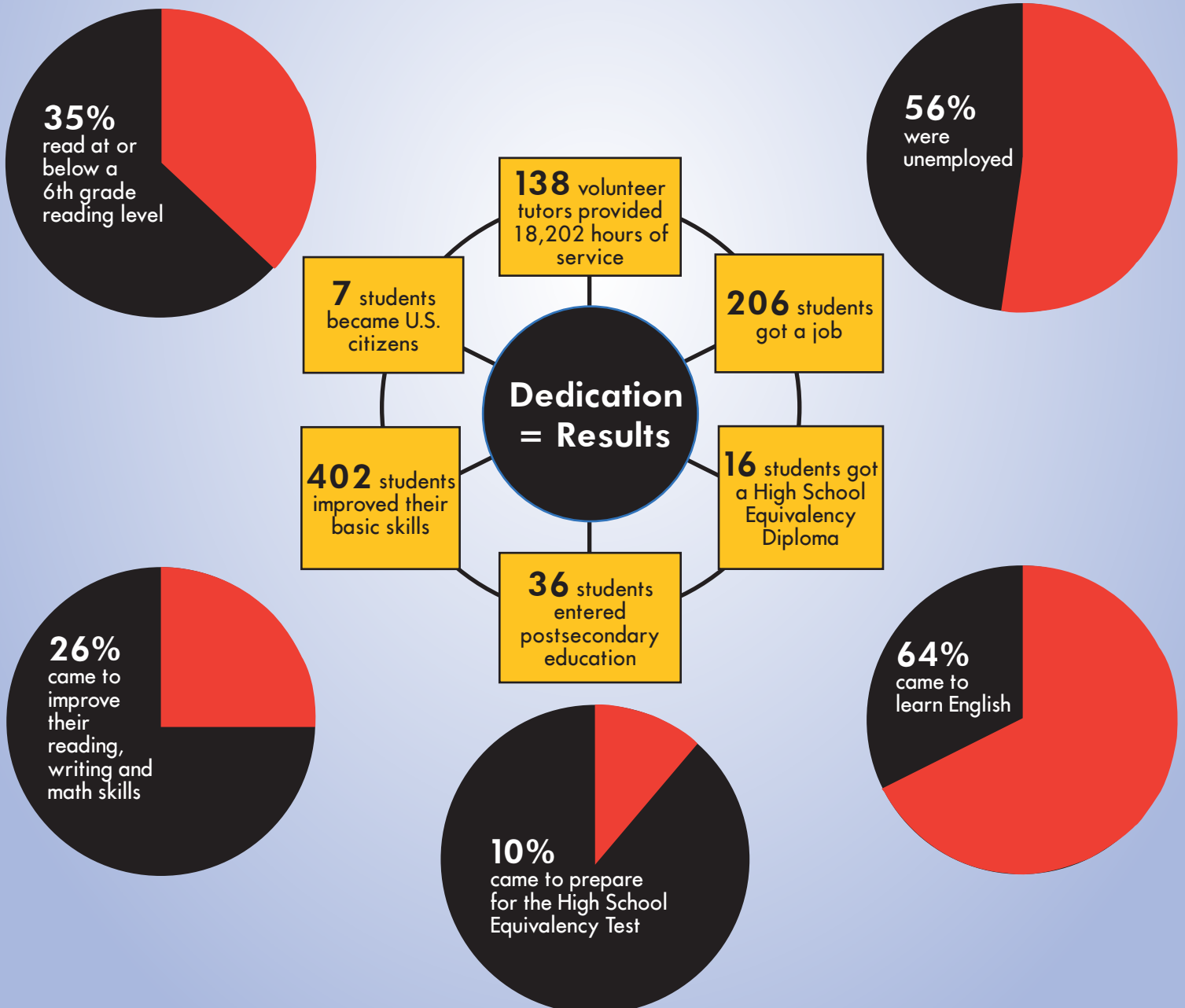


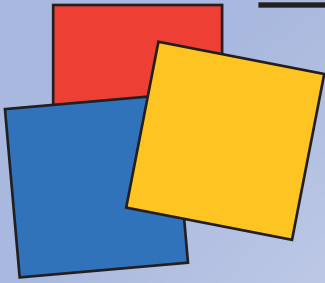
Snapshot: Dedication = Results

The Literacy Council of Lancaster-Lebanon Helps Students Transform Their Lives

In 2015-2016, 1,122 adults came to The Literacy Council of Lancaster-Lebanon to improve their skills, prepare for the High School Equivalency Test, learn English, and prepare for jobs, job training and higher education.

Of the students who entered our doors...





Snapshot: Highlighting Successes

Introduction –Bobbi Hurst, Student Services Coordinator

My favorite success quote was made by perhaps one of the greatest professional basketball players of all time – Michael Jordan. He said, “I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over again in my life. And that is why I succeed.” After 25 years of being a part of The Literacy Council of Lancaster-Lebanon and, in serving over 800 students each program year, I have literally watched thousands of students succeed; some after suffering many setbacks, failures and missed opportunities; some by sheer necessity; others by having a good support system and being decisive. No matter what the reason, it’s the action, the trying and the doing that counts for success.

Dropping out of high school and being unable to find or retain employment has inspired many to get their high school equivalency diploma. Not being able to earn a living wage encourages others to pursue post-secondary education or training. The inability to get to a job or having to depend on public transportation is a stimulus to obtain a driver’s license. Wanting and needing a job promotion leads to enrollment in reading, writing and numeracy instruction. Needing to survive, work and raise families in the United States and participate in government, motivates language learners to become proficient and fluent in English and obtain citizenship. Hoping to compete against

other qualified job applicants leads students to learn computer skills, and improve their resumes and interviewing skills. These are just a few of a long list of achievements.

Now, you might think about all these successes and say, “it doesn’t get much better than that”, but I would beg to differ. One of the most life-changing achievements for our adult students is becoming a positive role-model for their children and families through their participation at The Literacy Council. The sentiment I hear consistently from many of our students is, “I want my kids to see me trying to get my diploma or going back to school. I want my kids to stay in school and not make the same mistakes I did. I want to be able to read to my children and to help them with homework. I want to feel good about myself. I want my family to have a better life.” This enhanced sense of self leads to student successes far beyond a single measure of accomplishment, but by the opposition encountered and the courage to persist against the odds.

Yes, the many aspects of literacy success are exemplified by our students day after day, week after week, and year after year – they come, they stay, they learn, they achieve; and sometimes they come back and learn and achieve some more. I am humbled by the courage and determination of The Literacy Council students and it is a privilege being a part of their lives and success stories.

Embet –Linda Cullen, ESL Services Coordinator

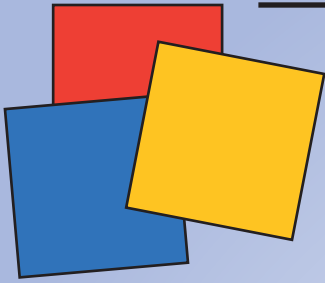
When I was asked to share a “success story” about one of my students, my mind raced back over the years of refugee students who were still experiencing culture shock when they arrived at my English as a Second Language (ESL) class. They had to leave their possessions and positions of prominence and over the next few years, tough it out through some tough entry level jobs.

Today, you can find them working in accounting firms,

hospitals, HR offices, high-end restaurants, and some are putting their kids through college. It became clear which great success story I could tell as I drove to Mountville to visit a former student, now friend of mine.

In 2012, I met Embet from Ethiopia in Level 1 ESL at Bright Side Opportunities Center Room 204. One of the first things teachers try to glean from our students is information about their work experience in their native

continued next page...



Snapshot: Highlighting Successes (continued)

country. Embet was shy, so I was surprised to find out she danced professionally. The class gathered around the computer to watch a YouTube video. Wow! My student, an African Spice Girl? There she was, dancing backup in a music video! Other students were obviously raving in Amharic as they watched video after video featuring several different celebrity singers and Embet. Here is one example.

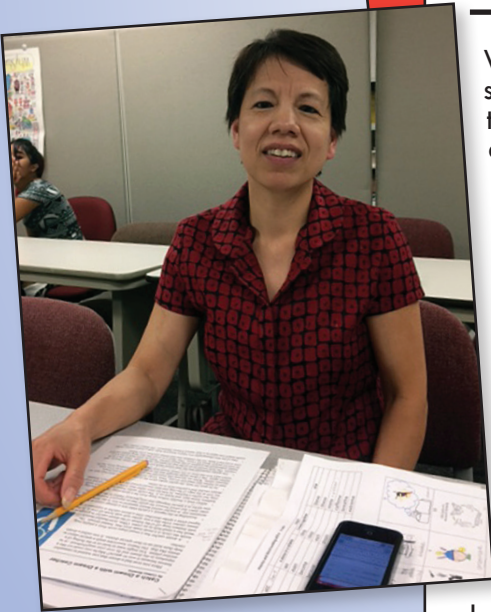
Abere Worqu - Na Byegne: Ethiopian Music:
www.youtube.com/watch?v=PA6STKfNNSo

I was so impressed, I immediately put Embet in touch with a Lancaster woman who promotes African visual and performing arts.

Arriving at the apartment building, I cautiously wound my way through the dark stairway and narrow halls. I knocked. Embet, greeted me cradling an absolutely gorgeous one month old baby girl with soft black curls. Embet was beaming and looked like the super star she is in her brilliant yellow African shemma (a cotton cloth) and matching head wrap. She named the baby Salawit, which means "peace." "I have achieved my goal," Embet said. "I wanted so much to be able to have a baby. Remember, when I was in your class. I would always say that was my goal."

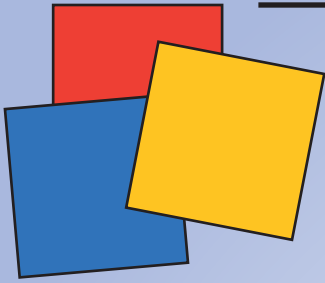
NO! I did not remember. But looking at this mother's face, I realized she felt that her success story would be the best I could write.

ShuQin Chen –Cathy Roth, Student Services Coordinator



While we, as teachers, often measure student success by gain on a test, the students see it in a whole different light. The path that leads students into an adult education classroom has lots of twists and turns. Therefore, "success" will mean different things to different students. Students who were educated outside the United States and then find themselves learning with American citizens may have some extra turns on their road to success. An example is a student, ShuQin Chen, an American Citizen who is originally from China. She first learned to speak English in a Basic ESL class many years ago. After picking up just the basics, she started a family, and then returned to the workforce as a cleaning lady. Along the way, she asked questions and improved her spoken English bit by bit. Her children are

now grown, so she'd like to improve her work status and to do that, needs to obtain her high school equivalency diploma. ShuQin Chen has been regularly coming to the Adult Basic Education (ABE) class, and her scores have improved. She has regularly used two online programs that focus on phonetics and reading comprehension, and has advanced through several chapters and levels. She completes writing assignments, participates in class, and is visibly more confident as her knowledge base expands. She is now able to lead others in group activities. ShuQin Chen is persistent in her acquisition of vocabulary and knowledge, and expresses that she enjoys reading at home. She has already experienced many successes on her educational journey, and there are certainly more to come as she continues to make strides toward her goals.



Snapshot: Learning Through Matched Pairs

Marvin and Amy's Story

-Jonile Miller, Lebanon Office Manager

Marvin first attended an ABE class after realizing that he needed to work towards his high school equivalency diploma to re-enter the work force. The business he had been working for all his adult life had closed. Marvin found himself sitting at a computer at the local CareerLink, trying to apply for jobs. He had little experience with computers and was feeling a bit frustrated. When he asked the CareerLink staff for help, he was referred to The Literacy Council*. His frustration lessened as he learned more about the program. He decided to attend an orientation and he enrolled in the ABE/HSE program.

He was promptly assigned to a class and started his educational journey the following week.

Marvin applied himself wholeheartedly. He had perfect attendance, and made gains in his reading and spelling skills in a short time. Marvin's instructor suggested that he ask for a one-on-one tutor, as he was now ahead of the rest of the students in the class. He spent the summer studying with a college student. When that college student returned to school in the fall, Marvin was then matched

with Amy; that match was just what he needed. Amy encouraged Marvin to stretch himself, and his reading and spelling skills improved to the next level. She helped Marvin improve his computer skills by showing him how to write a good resume and teaching him to attach documents to emails as he applied for jobs online. Marvin's confidence improved each time he met with Amy. After a year of hard work and dedication, Amy

and Marvin (and The Literacy Council Lebanon office staff) celebrated Marvin's new job! We feel sure that Marvin will do well and advance to the

position he desires. He recently moved to day shift, which was a goal Amy helped him define.

After working for a month, Amy and Marvin started meeting again. They have now switched the timing of their meetings since Marvin is on day shift. They are both dedicated to Marvin reaching his goals and to continuing his journey of lifelong learning while simultaneously reaching for his career goals.

The Lebanon office of The Literacy Council of Lancaster-Lebanon is located at the Lebanon CareerLink.



Mary and Joe's Story

-Jane Myers, Volunteer Coordinator

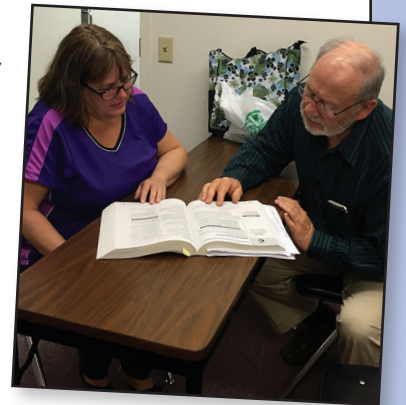
Mary Kelley dropped out of school in 10th grade. She worked for more than 17 years in retail before she was laid off. Since

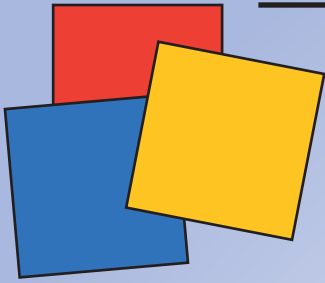
Mary did not have a high school diploma, she was having a very difficult time trying to find a job. After talking with her family, she decided it was time to change her life and her job opportunities

by getting a high school equivalency diploma. She came to the Literacy Council (Lancaster) in April of 2016 for intake, assessment and with the hope of getting a tutor in the Ephrata area.

Joe Karlesky, who has a Ph.D. in political science from Columbia University, was retiring as a professor from Franklin and Marshall College, and he knew he wanted to continue in education as a volunteer. Joe became a tutor one week before Mary entered our program. Joe lives in Lancaster and although Mary requested a tutor in Ephrata, they would be a good match and able to address Mary's educational needs. When Mary learned about Joe's background and qualifications, she decided to drive to Lancaster two times a week.

As of October, 2016, Mary has passed Reading Language Arts, Social Studies, and Science. Although Joe was less comfortable with the math part of the GED (General Education Development) test, he and Mary are working through it together. It is highly possible that by the end of 2016, Mary will have passed the math section and earned her high school equivalency diploma.





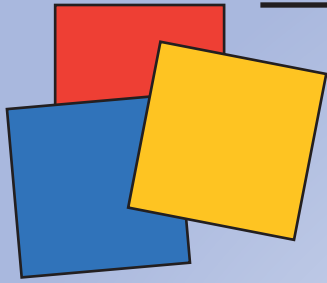
Snapshot: A New Definition of English as a Second Language

Elizabeth and Roxanne teach an American Sign Language (ASL)/English Class for people who are deaf or hard of hearing. All of their students are second language learners, and some are refugees who lost their hearing as children in a refugee camp, never learning how to formally communicate with the outside world. Some of the refugees created their own communication within their group, but that communication was not recognizable to anyone outside their community. When The Literacy Council of Lancaster-Lebanon (LCLL) started this class, we had never tried teaching ASL. Thanks to the help of Pam Rutt, who had experience working with deaf and hard of hearing adult learners, we were able

to get started. We have been offering this class for the last three years and over time, it has changed and evolved. Pam recruited Elizabeth and Roxanne, who have continued to dedicate their time toward helping this unique and dedicated group of students. For some of the students, the ASL/English Class is the only time they have to interact and socialize with others—so the value and meaning of learning together expands way beyond their classroom lessons. LCLL is so grateful to have volunteers like Elizabeth and Roxanne help make such a difference in the lives of these students.

Success for these adults is connecting to the community through a common language and not feeling alone.





Thank You: Our Volunteer Tutors 2015-2016

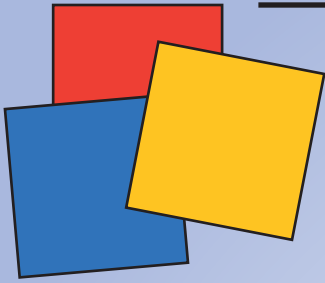
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Thank You: Our Team

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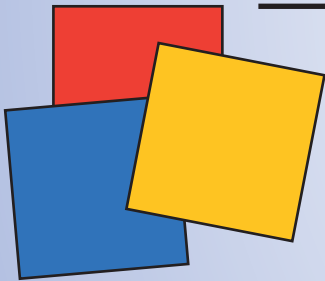
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Linda Cullen, ESL Services Coordinator
Karey Getz, Program Assistant
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Jane Myers, Volunteer Services Coordinator
Ilsa Powell Diller, Outreach & Resource Coordinator
Cathy Roth, Student Services Coordinator

Adjunct Teachers

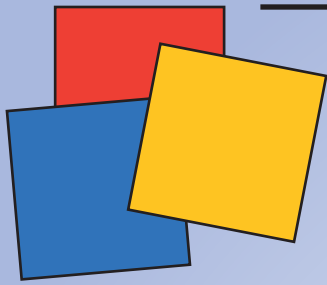
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Thank You: Our Community Partners

Lancaster-Lebanon Intermediate Unit 13
United Way of Lancaster County
United Way of Lebanon County
Lancaster County Community Foundation
Steinman Foundation
Kiwanis Club of Lebanon
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Lancaster Rotary South
Lancaster Newspapers
Pennsylvania Association of Nonprofit Organizations (PANO)
Pennsylvania Association for Adult and Continuing Education (PAACE)
Lancaster County Community Foundation
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Diehl Associates
Kiwi Marketing Group
Franklin and Marshall College
Church World Service
Bethany Christian Services
Southeast Lancaster Health Services

Lancaster Workforce Development Board & The Lancaster CareerLink
South Central Workforce Development Board & The Lebanon CareerLink
The Factory Ministries
Columbia Life Network
Elizabethtown Brethren in Christ Church
Manheim Central School District
Harrisburg Area Community College – Lancaster Campus
Harrisburg Area Community College – Lebanon Campus
Lancaster County Career and Technology Center – Willow Street Campus
Millersville University
Lancaster Bible College
Ephrata Library
East Petersburg Area Civic Center
Annville Public Library
Ephrata Area Rehab Services
Pleasant View Retirement Community

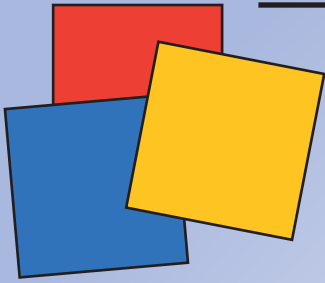


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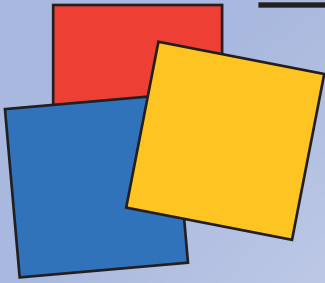
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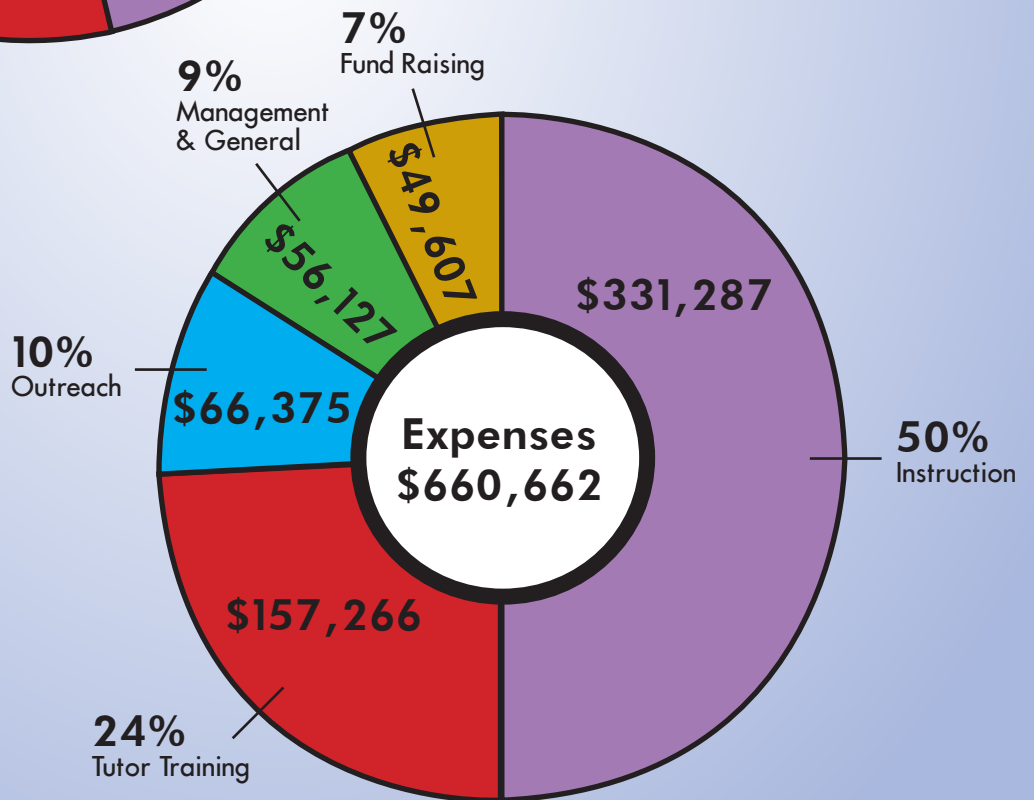
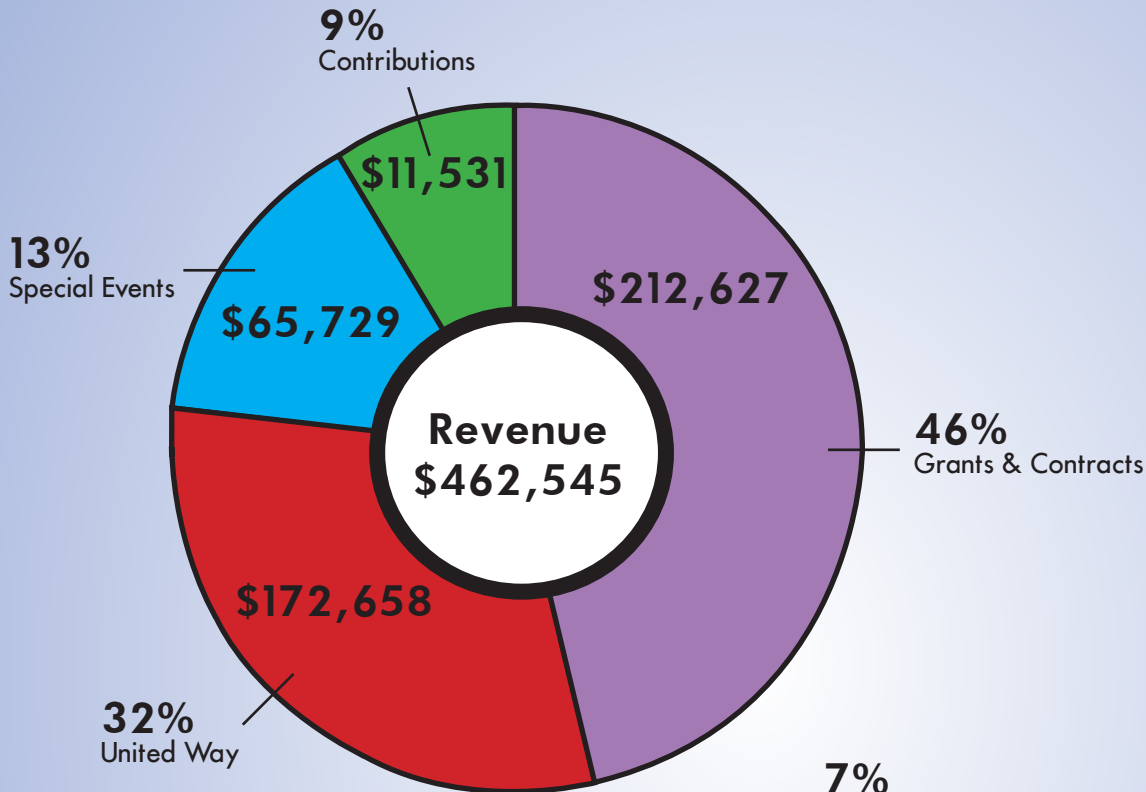
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Financial Report



2015-2016 expenses were budgeted and offset by planned use of cash reserves.



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