



THE LITERACY COUNCIL
OF LANCASTER-LEBANON

The LiteracyLine

Winter 2017

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The Perfect New Year's Resolution: Take the English Forward Training

-Linda Cullen, ESL Services Coordinator

In 1975 there was no "How to Teach English as a Second Language (ESL)" training and even worse, no ESL curriculum. Refugees had fled Vietnam and Cambodia only to encounter hours of "torment" as they struggled to master English by studying a few pages of ditto sheets with a teacher who had no idea what she was doing.

For the past 41 years, I have taken all manner of ESL training on techniques, drills, curriculum, and pronunciation. I've had training on cassettes, VHS, workbooks, workshops, conference sessions, institutes, and I can honestly say the English Forward training offered by Jane Myers and Marilyn Lydic is:

- Rigorous – 11 hours of comprehensive instruction
- Entertaining – a variety of activities and lots of participation
- Worthwhile – certified graduates receive exclusive access to the wealth of resources on the English Forward Portal

Make English Forward your New Year's Resolution!

Here are some additional
thoughts on the training from
participants:

"I've consulted the English Forward website in search of a different approach to some topics in the basic curriculum. I've also printed out and used the 'feelings' photos, which are professionally done and labeled. The pair work and classroom games are really interesting." –Barbara Dorozynsky

"Recently, I consulted the portal for ways to help a student deal with a parking ticket. I found what I thought was a video but was disappointed when it turned out to be a power point. I changed my mind when I realized that the still shots (stop action) allowed my students to react with questions and discuss related issues that would have normally flown by without being addressed. And that checklist that we got at the English Forward training has been most helpful." –Lois Silver



English Forward is part of the Literacy Forward initiative—the nation's first comprehensive research based training system for adult basic literacy and English language instruction. For more information, visit: <http://literacyforward.org>.

Report on New Americans in Lancaster County Highlights Economic Contributions of Immigrants –Cheryl Hiester, Executive Director

On November 22, 2016, The Partnership for a New American Economy released a study highlighting the economic and demographic contributions of immigrants in Lancaster County. Co-branded with The Lancaster Chamber of Commerce and Industry and The Lancaster County Refugee and Immigrant Coalition, the brief shows that the county's 23,094 immigrant residents have an outsize impact on the local economy through their high rates of workforce participation, large tax contributions, and spending power.

The report, "New Americans in Lancaster County" finds:

- In 2014, foreign-born residents contributed \$1.3 billion to the GDP of Lancaster County. That same year, immigrants in the area contributed more than \$62.8 million to Social Security and almost \$16.4 million to Medicare.
- The foreign-born contributed \$52.5 million in state and local taxes, \$103.3 million in federal taxes, and held \$440.5 million in spending power in 2014.
- Because of the role immigrants play in the workforce helping companies keep jobs on U.S. soil, immigrants living in Lancaster helped create or preserve 1,062 local manufacturing jobs that would have vanished or moved elsewhere.
- If Lancaster retains one-half of its international stu-

dents with bachelor's degrees or higher after graduation, 98 local jobs will be created within six years, boosting the county's real GDP by \$19 million in 2014 terms within the next 30 years, and increasing its population by 766 people within the next 50 years.

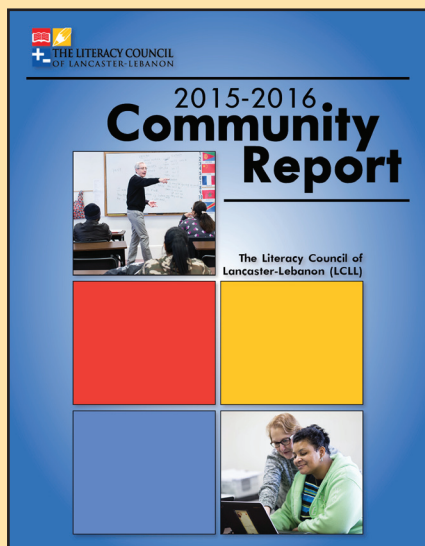
- There are 438 students with temporary resident visas in the area enrolled in higher education courses. They supported 156 local jobs, and spent \$21 million in Lancaster County during the academic year.
- Between the years 2000 and 2014, immigration to Lancaster County increased the total housing value in the county by \$178.2 million. In the period after the Great Recession, 2009 to 2014, immigrants raised the total housing value in the county by \$52 million.

Each year, more than 600 immigrants and refugees come to The Literacy Council to improve their English language skills and prepare for jobs. In some cases, immigrant professionals come to Americanize their credentials so they can reclaim their careers in their new home. As the data in this report shows, immigrants and refugees make our community stronger and more vibrant.

The full report can be seen at:

http://www.renewoureconomy.org/wp-content/uploads/2016/11/Lancaster_Brief_FINAL.pdf

2015-2016 Community Report



For those who may not have seen this earlier, take a look at our 2015-2016 Community Report! This report will be utilized to educate the community, stakeholders, and partners about the work we do at The Literacy Council of Lancaster-Lebanon. We also have a limited number of print copies. If you would like a print copy, please contact Ilsa Powell Diller at ilsa@getliterate.org. Please feel free to share the link below to the online version!

The full report can be viewed at:

http://www.getliterate.org/wp-content/uploads/2016/11/LCLL_2016CommunityReport-002.pdf

Family Education at Elizabethtown Brethren in Christ Church (EBIC) -Jane Myers, Volunteer Services Coordinator

On Wednesday nights from 6:00 PM-8:00 PM, EBIC is brimming with English Language Learners. Starting at 5:15 PM, a dinner is offered to the community members and their families. Promptly at 6:00 PM, young children head to a nursery, older children head to supervised activities, and adults head to English classes.

In 2012, Susana Rohrer, a full time volunteer working with refugees, approached The Literacy Council about adding an education segment to their growing program. She realized that although survival skills were crucial, so was education and specifically, learning English. We began a partnership that still flourishes today. On September 19, 2012, we assessed 26 students. On September 14, 2016, we assessed 40 students. Enrollment is ongoing until classes are filled.

EBIC provides six levels of classes which range from

beginning literacy to advanced ESL, a class in citizenship, and a Wednesday morning conversation class. There are two volunteers for every class. Students are placed according to their literacy levels and transition according to their progress. In addition to teaching two hours per week, these faithful volunteers along with the volunteer community of Elizabethtown, help with paperwork, transportation, housing, employment, school registration, childcare, driving lessons, and, in general, adapting to a new culture. As the students become more proficient, they share their new skills and knowledge with each other.

Every September, I facilitate orientation and assessment. The work of these volunteers, the relationships and respect between the students and instructors, and the enthusiasm of everyone involved is humbling to see. EBIC is a very successful program and I am proud that the Literacy Council is a part of that success.

A New Opportunity for a High School Diploma -Bobbi Hurst, Student Services Coordinator

For the first time since 1942, two alternatives to the GED Test are available to adults lacking a high school diploma. They are the ETS HiSET (High School Equivalency Diploma) and the CTB TASC (Test Assessing Secondary Completion). The “good news” for Pennsylvania test takers is the approval of the HiSET test to earn the very same high school credential as the historically familiar GED (General Education Development) diploma.

Just like the GED, the HiSET test is recognized by employers and colleges nationwide. It also covers the same core content areas as the GED test: reading, writing, science, social studies and math, as well as being compatible with current materials used for high school equivalency preparation and assessment. Finally, HiSET is aligned to and measures The College and Career Readiness Standards derived from The Common Core State Standards.

If the outcome of both the GED test and the HiSET test is receiving a high school diploma, what advantages, if any, does the HiSET test have over the GED test? Simply stated, it is more accessible and more affordable. HiSET is available in both computer-based and paper/pencil formats as opposed to the computer only format for the GED test. This opens

the door for students lacking technology and/or keyboarding skills. The cost of HiSET is \$10 per each of five subtests, for a total cost of \$50. The cost of the GED is \$30 per each of four subtests, for a total cost of \$120; more than twice as much as HiSET.

One very important point to consider is that students cannot switch back and forth between the GED and HiSET, so a careful comparison and analysis is necessary before starting to take any subtest. In addition to accessibility and cost, there are other differences between the two tests that test takers should consider before starting to study. Also, the HiSET test is currently not available in Lancaster County. The closest testing centers are in Harrisburg and Lebanon, with Lancaster scheduled to offer HiSET sometime in 2017.

Stay tuned for more HiSET information as it is made available to both the public-at-large and to us at The Literacy Council. The “good news” is that out-of-school youth and adults now have multiple and more affordable opportunities to prepare for and earn a high school equivalency diploma for both higher education and workplace readiness. For more detailed information go to www.hiset.ets.org or call Bobbi Hurst at 717-295-5523.

Welcoming the New Student to the Classroom -Jonile Miller, Office Manager, Lebanon

Imagine the courage it takes to walk into a classroom for the first time...you have no idea what to expect. How many other students will be there? Will anyone else speak my language? What is the teacher like? Am I smart enough to do well, or will I embarrass myself every time I open my mouth? Is this the right building, the right room, day and time? Will I be accepted by the other students? Somebody help me, please!

I take the act of making a new student comfortable very seriously. A warm smile as a student enters the classroom can make or break his/her desire to continue and do well in the class. Introductions around the room, including home country and place of work, are done immediately. Some students enjoy a little personalization in the initial introductions, such as "Tomas is the one to go to when you need help with pronunciation."

Allowing translation from students also puts a new student at ease. Eye contact is very important, helps the instructor to judge the abilities of the student, and makes him/her feel that his/her success is important to the instructor. It helps to seat the new student next to a higher level student, especially if that person speaks the newbie's home language. Including the student in verbal portions of the lesson might be frightening, but I find that allowing all the other students to recite first gives the new student time to listen and practice, which raises his/her comfort level. If he/she shakes his/her head when called on, a little encouragement may work, but not so much as to call a lot of attention to the student's resistance. I intentionally make mistakes so that students get the idea that making a mistake is common, expected and acceptable. Everyone loves to correct the teacher!

Fostering a non-judgmental attitude of warmth, acceptance, inclusion and encouragement for all is the goal. It certainly makes for a fun and lively class; one in which the new student can be happy to return to and participate in fully. One in which the new student feels Welcome.

Upcoming Events

PAACE Conference

February 13-14, 2017

Penn Stater Conference Center



An Evening of Matched Pairs

April 2, 2017

5:00 PM-9:00 PM

Lancaster Marriott



*From all of us at The Literacy Council
of Lancaster-Lebanon: We wish you joy
and love this holiday season, and best
wishes for a happy and healthy 2017!*

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:

Richard Frerichs , President
 Ashley Garcia, Vice President
 Eric Luckenbaugh, Secretary
 Dave Diffendal, Treasurer
 Scott Cole, Sr. Sandy Strunk
 Derek Dissinger Marlene Usdin
 Martha Guaigua Bonnie Young
 Cheryl Hiester*

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.

*(Non Voting)