



The Literacy Council
of Lancaster-Lebanon

The Literacy Line

Summer 2020

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Literacy & Learning
Success Centers

Lancaster | Lebanon

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The Literacy & Learning Success Centers, a service of
The Literacy Council of Lancaster-Lebanon.

Learning in a Time of Crises

Cheryl Hiester, Executive Director

As an executive director, one of my jobs is to prepare for the unexpected. I can imagine a lot, and of the many scenarios I have played out in my mind, a novel virus pandemic was not one of them.

On March 16, we abruptly transitioned from face to face services in our Success Centers to services at a distance. We figured it out and we made it work. It is not optimal, but it is functional. As an organization, we are putting the health, safety and welfare of people first.

As a teaching and learning program, face to face services are ideal. Students coming to the Success Centers study and build their skills in a community of learners. They explore careers with teachers and student advisors. They set goals and work to achieve those goals. The Success Centers are not only a place to learn. They are a place to check in and catch up. Students check their email on the computers. They read the newspaper. They visit and support each other.

We are eager to bring back the cornerstone of our services—face to face instruction in one-to-one and group settings.

We will carefully move through this crisis to ensure that we are protecting everyone. In this newsletter, you will read stories from our students and teachers about how they are making things work—together. What has become very clear to me, is how deeply personal our work is and how much it matters.

When COVID-19 community spread was high, we worked with community partners to get information to our students about how to protect themselves, their families and the community. The economic impact of COVID-19 is deeply concerning. Many of our students lost jobs and we anticipate that our services will be sought after as people will want to build their skills for job training and employment. Adult literacy and basic education programs are the place where people can skill up to meet the needs of employers.

Health and economic crises are not the only issues we are facing as a nation. Racial injustice continues to harm our communities. If you visited our website, you may have noticed that we shared the following statement:

We Stand in Solidarity

We stand in solidarity with the Black Community and the organizations that denounce and condemn any acts of racism, injustice, hatred and violence that continue to be experienced by Black Americans and people of color in our local communities and throughout the nation

Racism, inequality and fear should not be a reality for anyone in our schools, workplaces and community.

Our collective inaction must end.

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Health and Safety at the Literacy & Learning Success Centers

Ilsa Powell Diller, Outreach & Resource Coordinator

In June 2020, the Pennsylvania Department of Education published preliminary guidance protocol for resuming in-person instruction in postsecondary and adult education programs. These guidelines outline what needs to be included in a structured health and safety plan, developed by postsecondary and adult education programs, and shared with the public before resuming in-person instruction in any form. The guidance is informed by the most current information on COVID-19 and is supported by the Pennsylvania Department of Health and Centers for Disease Control. At this time, the only in-person activity that is occurring in any of our buildings is done one-to-one (student and instructor), and by appointment only. We continue to work with our students virtually, offering many online learning options. Virtual learning will continue to be offered, even when we begin to slowly bring learning back to our buildings. Please view the following link to review our Health and Safety Plan: https://literacysuccess.org/wp-content/uploads/2020/07/LCLL_HealthSafetyPlan_20-211.pdf.

As always, we will do our best to keep our supportive community members, partners, donors, and most importantly our students, informed of any changes to our program operations as we move forward. Our goal is to continue to provide lifelong learning opportunities while doing our part to help everyone remain safe and healthy.

Welcome to Literacy & Learning Success Center

Monica Shannon, Receptionist

Allow me to share a bit of my day with you. You may know that I work at the front desk of the Lancaster office, but I also get to do some work with our students, many of whom have limited English proficiency. Our students come from many places and speak many different languages.

As a receptionist who speaks two languages, I must be mindful of how I can help our new students feel welcome and understood. One of my tasks is to gather information, set up appointments and connect students to teachers and services.

My work is delicate at times but it is grounded in treating everyone with respect. I strive to be linguistically and culturally appropriate—I don't ever want a person to feel judged by the questions asked of them. We ask them for our student data collection requirements, and also to help give us the information we need to get them placed in the proper learning environment (class, small group or tutor pair). I learn a lot speaking with our students, and it is a humbling experience. Today I asked a man about his level of schooling when he lived in Ethiopia. "I have two degrees," he answered. "One is in electrical engineering, the other is in computer science." Another man is working in housekeeping at Millersville University, but he has a law degree from Colombia, SA. Most of our students will proudly tell you where they are from; "I am from Spain!" Another might say, "I am French!" Or "I am from Russia." This is why I love what I do. I get to be the face of welcome to our program. I write this today so you will know that people have more ties that bind them together than those that pull them apart. I am honored to live and work in a place of welcome.

Learning in a Time of Crises (continued from front page)

The Literacy Council of Lancaster-Lebanon has embraced the value of diversity for 35 years, and we will strive to grow in this value as we continue to welcome all people of all colors and cultures into an environment that is safe, inclusive, equitable and clearly reflects our position against racism.

We have a lot of work to do. We must listen, understand and act to be part of a positive change. In the short term, we will:

- Strive to create welcoming and inclusive classrooms and learning environments.
- Strive to understand racial inequity in education and work to build racial equity in our educational programs

The Literacy Council of Lancaster-Lebanon is committed toward healing, understanding and solutions for a better and stronger future for all. We need to hear and listen, affirm and validate, and we need to be in this together.

Just as we will not stop doing whatever it takes to protect the health and safety of everyone involved with our organization during COVID-19, we will not stop at making a solidarity statement on our website. We must speak to empower truth, so that we can raise awareness in ourselves and each other, understand how our actions and inactions have caused harm, and do better.



A Letter From Emily

Understand Local English

When I just come to America I don't understand local people talking. People talking is very fast for me. And people talking with accent is really difficult for understanding. Because I can't understand local English so I can't do any job. I have to learn more English and used listen local accent. I hear from my new friend Sherry that somewhere teach English in the church. Since I join the English class. My English improved quickly. I often listen teacher speak, little by little I used local accent. I understand teacher talking. My English class improved from level 3 to level 5. Now I understand local people. I worked at restaurant. I am appreciated my friend Sherry and my teacher Meredith. I am proud of myself.



A Great Match: Victor and Aliina

The following article illustrates the importance and impact on [lifelong] learning that occurs as a result of diligence and perseverance from both a student and a tutor. We are happy to share a glimpse of the tutoring process and this wonderful success story. When Aliina's student told her that he was applying for a job with more responsibility and better pay, the two of them collaborated to shift his lesson time to interview preparation and practice. Together, they discussed the required skills and capabilities for the new job, drafted and revised his cover letter to match the job description, and practiced interviewing skills. The relationship between a student and tutor is a collaboration in which the teacher and student set goals, learn and assess goals and continuously evolve to ensure that the student's needs and interests are at the center of the process.



Victor's Story

My name is Victor Colon. I'm a Latino from Puerto Rico. I obtained a bachelor's degree in soil science from the University of Puerto Rico in 1999. In the same year, I started working in the company Dupont Pioneer Seeds as an Intern with soybean seed research and development. In 2001 I was promoted to Research Assistant but working with Sorghum and Sunflower seeds research and development. In 2008 I was promoted to Research Associate. I worked 16 years at Dupont Pioneer. In 2011 Dupont Pioneer had a merger with DOW, another seed company. This merger caused Dupont Pioneer to downsize and put me out of a job in 2014. In October 2016, I decided

to move to Massachusetts to improve my professional growth and economic stability for my family. I went to the employment agency to find work with my bachelor's degree but was unsuccessful. All the agencies only had positions for clerks and people who had studied business administration. A friend from my church found me a job paying the minimum wage, far less than what I expected with my academic preparation. The job was difficult. You needed good physical condition and strength to carry heavy doors and construction materials for houses. I had a lot of bruises on my hands. I didn't continue in that job, and I decided to move to Florida since there was no work showing up that matched my academic preparation. In February 2017, I moved to Tampa, FL and I worked in a landscaping company as an Agronomist, and the pay rate was more than the minimum. I worked on integrated pest management. After spending a year working in Florida, I heard from a friend working at the USDA, and he told me about a job opportunity to work for the federal government in Pennsylvania. I applied for the job on USAJOBS.GOV, and I was selected to work in Lancaster, PA.

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Glad I Met You

Jane Myers, Volunteer Services Coordinator



"I'm glad that I went there that day and met you. I was surprised at how fast the Literacy Council found me a tutor, Ron Pawling, was super nice and intelligent! He lives right near me so meeting up was very easy. I'd be happy to share my story with others. I hope more people try to get a GED and The Literacy Council was a ginormous help in my achieving that goal. I am eternally grateful to you and your co-workers."

In 2013, Elijah's father died, his mother was on chemo, he was struggling with epileptic seizures, and he dropped out of school. In September 2019, after passing three sections of the GED, he enrolled at the Literacy Council to get help with math. One month later a wrist injury and a job loss stopped him from attending. Wrist surgery, pain, and therapy continued to derail him. In April 2020, Elijah made the decision to meet his goal. He called Ron and asked to return. On July 15, 2020, that goal was accomplished. He was awarded a GED with enough points in three subjects indicating college readiness and only missing the fourth by five points.

His future is in computers and he is planning to apply to Stevens. I'm glad that he came that day and so happy that I met him.

Digital Inclusion at The Literacy & Learning Success Centers

Jenny Bair, Program Director

The American Community Survey of 2016 shows that 77% of households in the United States have a computer. However, that means 23% of American households do not have access to essential technology.

On March 16, 2020, COVID-19 created the need for us to transition our services to remote only access. When that happened, more half of our students had digital barriers to participating in online classes. We noticed one or a combination of the following three barriers:

1. No or old equipment.
2. No or low-quality internet.
3. Low or no digital literacy skills.

Limited access to technology during normal times puts the digitally excluded at a disadvantage. Add an infectious disease health crisis and you have a vulnerable population becoming even more at risk for not being able to get the services they need. Education programs were not the only services moved to online platforms. On March 16, most offices closed, and people worked at home while we worked collectively to flatten the curve and spread of COVID-19. If you did not have a computer, internet and skills, applying for unemployment, visiting a doctor or mental health professional and getting up to date information became very difficult.

The Literacy & Learning Success Centers recognize the importance of digital inclusion for adult learners participating in our programs. We are collaborating with local business and donors to expand digital access.

Generous donations of laptops and software will allow the Success Centers to start a computer loan program for students who do not have access to equipment. We are also embedding digital literacy skills in all our instructional programs to ensure that students can benefit from having access to technology. Hershey Company donated one dozen computers in June and is working to find additional retired computers for donation.

For more information, contact jenny@literacysuccess.org.

A Great Match (continued from page 3)

I decided to move with my family to Lancaster, PA. The first day of work with the USDA, I felt, like we say in Puerto Rico, “like a cockroach at a chicken dance.” I was the only Latino in the office, and after working there for a while, I felt that I had a little problem with communication and pronunciation of English, so I decided to seek help. After checking out various places to learn English, I heard about the Literacy Council of Lancaster-Lebanon. I had the opportunity to work with Aliina Hopkins on my improvement of English for a year. She managed to identify areas of deficiency and we worked on them. After much work and preparation in the deficient areas, I decided to apply for a new position at the USDA. After several practice interviews with my instructor, Aliina, I had two interviews, one for New Jersey and the other for Lancaster. To my surprise I was selected for Lancaster and with great joy I accepted the new position. I am still working with Aliina on my English.

Aliina's Story

I moved to Lancaster with my husband in 2019. It was our second cross-country move in less than a year. In Connecticut and California, I'd been an active volunteer with literacy organizations, so as soon as I found out we were headed to Pennsylvania, I began searching for an opportunity here. I feel so fortunate to have found the Literacy Council of Lancaster-Lebanon. Cheryl, Jane, and the rest of the staff welcomed me with open arms. It wasn't long before I was paired with Victor Colon.

For several months, Victor and I met weekly at Star-

bucks. He immediately impressed me as ambitious, hard-working, and focused. We began working on reading out loud so that we could identify his biggest challenges with pronunciation and grammar. Soon, we zeroed in on diphthongs, tenses, and prepositions and focused our practice there.

We faced a setback over the holidays when Victor and his family traveled to Puerto Rico to visit relatives. We had planned to continue meeting over FaceTime, but we only got one lesson in before the earthquake hit. I was very worried, but he got in touch to let me know that they were fine. Little did we know that our one virtual lesson would pave the way for continuing our successful lessons during a pandemic! Victor and I have only seen each other in person once in 2020, but we've met virtually about twice a week since March. He has improved his English greatly and begun writing paragraphs and essays, listening to English news, and learning idioms. I was excited when he told me he wanted to apply for a higher-level position at the USDA, and it was a lot of fun doing mock interviews to help him demonstrate his impressive work history, skills, and ambitions. I was thrilled when he got the job in Lancaster, not only because it's a wonderful validation of all he has accomplished in his career, but also because we will be able to keep working together on his English.

If you are interested in becoming a volunteer tutor, please contact Jane Myers in Lancaster at: jane@literacysuccess.org, or Amanda Ruth in Lebanon at: amanda@literacysuccess.org.

Teaching and Learning Remotely

Cathy Roth, Program Coordinator, Lebanon

There have been many adjustments made in order to teach remotely, but we are doing it and students are continuing to learn. I strive to make sure the students are comfortable with all the technical aspects. I send writing assignments and educational videos to them via WhatsApp and have found that is much more effective than e-mail. Most students have their phones in easy reach, and WhatsApp notifies them immediately of the message. It is also a quick way to follow up with individuals. Students often have better technical phone skills than I have and I've learned from them.

Our classes are conducted using the Zoom platform. Class hours were shorter when we were just adapting to online learning in the spring, but this summer our classes have reverted to full schedules. Each week, along with teaching grammar, we work on computer skills. Digital literacy varies among the students. Some need one to one zoom meetings with the teachers before being able to join a class.

While some students lack computers and Wi-Fi services and have not yet returned to class, our remote classes remain well attended. I believe that Zoom has really allowed more conversation practice than the traditional classroom and the students have been better able to feel as if they are part of a learning community. In the past that was geographically limited. Now students from both Lancaster and Lebanon counties get to know and help each other. There are two students working together via phone—one is helping the other prepare a slide presentation class assignment due later this month. Despite the challenges of switching to a virtual classroom, it is definitely easy to now point out the positives of online teaching and learning.

Teaching with Interruptions

Brittany Foose, Program Coordinator

As an instructor, I've always thought of myself as a bit more flexible than most. A change in plans doesn't often upset me and a major deviation in a planned lesson due to a student question is usually welcome; however, I was in for a shock when I began teaching ESL classes remotely. Whereas before, a change in plans was controllable and rare, now every class is filled with interruptions, some enjoyable while others frustrating.

Teaching remotely provides a unique glance into my students' lives. Family members that my students would talk about before COVID-19 now have faces and voices that greet me when class starts. Children occasionally show up to ask for a lollipop or want to show a picture that they've drawn. I also get to see my students' homes, an experience that is only made possible through remote learning. One of my students gave a class a quick tour of her first floor to show off the decorations she made for Ramadan. I've learned to be able to tell in which room a student is attending class.

I have also enjoyed meeting my students' pets, from a hamster named Nick Jonas, to a chameleon named Tyrone. On my side, my roommate's cat enjoys making an appearance from time to time to jump in front of my webcam. These interruptions bring us together in laughter to learn more about each other's lives.

The more common interruptions are the technical difficulties. Each platform has a learning curve and for some students, jumping over this learning curve is more accessible than for others. There are some students who quickly learn how to use Zoom to attend classes while others struggle to get logged in or sign in using the chat box. I've found the most important function to teach students is mute as the audio ringing in the background is not only headache-inducing but very distracting to student learning. And, I cannot forget to mention the impact a poor internet connection can have on a class, whether it's causing a lag or causes students to miss a session.

While my classes do not always go to plan and the internet does not always cooperate, I am trying to appreciate the new aspects teaching remotely brings to the class rapport. In the end, I, like most other instructors, am learning to adapt to the uncontrollable.

Virtual Learning for My Class of ESL Beginners

Rita Nutter, ESL Instructor

My students come from all over the world: Cuba, Haiti, Spain, Sudan, Ethiopia, Bhutan, Eretria, as well as South American countries. Most do not have computers, so many are learning how to use Zoom on their phones. They find this every difficult. With no skills in technology, even signing on to Zoom is difficult for them. However, the comradery is wonderful and they've learned to help each other. I am also learning how to use Zoom as a teacher, so we all help each other. They now have books that they may use during class. However, all of the Bingo cards, board games, and other manipulatives that I used in the past cannot be used online, so I am reinventing my lesson plans as we go.

Let me tell you about some of my students:

One gentleman from Cuba was a seaman on barges that crossed the ocean, doing business with Cuba and Spain, etc. Now he works at Tyson Foods with his brother, and drives a forklift. He says he came to the United States for opportunity.

Another student from Bhutan worked with her father in Nepal selling fruit and vegetables. Now she is a caretaker for people in their homes. She said that now with COVID-19, she is sometimes working 14 hour days. And, she has a 5 year old at home with 2 teenagers. My students are working long hours at Urban Outfitters, QVC, 4 Seasons, etc. trying to provide for their families and trying to study English 2 hours a day.

I asked all of the students why they came to the United States. That was a very difficult question for them to answer. So I asked them what they like about the US A. A student from Ethiopia shouted, "freedom!" and all agreed that was a good answer. I also took a poll on who likes learning online as opposed to those who prefer being in the school. I was surprised to see how many prefer online. I think it is because they have children at home and it is easier to be at home with them. It was almost 50/50.

Beginning ESL is certainly different in a virtual classroom, but the most important thing is that students are adapting, and learning is continuing—for both the students and the teacher.

Tried and Tested Learning Resources for Virtual Adult Education Classrooms

Amanda Ruth, Program Coordinator, Lebanon

Learning took on a whole new meaning when COVID-19 arrived on the scene. As educators, we were quickly trying to shift gears to make sure that we had engaging, meaningful activities for our students. Our students were trying to figure out how to educate their children, deal with changes in employment and continue their learning as well. Everyone was searching to find that one resource that was going to make learning in this new environment not only possible, but fun!

Over the years as an HSE instructor, an ESL instructor and a high school math teacher, I've collected resources along the way that I think are helpful in getting the learning started both inside and outside the classroom. I've included a short description and some links to help you figure out if any of them can work for you.

The ESL realm is still a little new to me, but one of the resources I have found that both teachers and students seem to love is **Duolingo**. The Duolingo platform is a new way of learning a language. It exposes the learner to reading, writing and speaking from the very beginning. They have lessons that start at the very beginning and work their way up, with the option to "test out" of certain lessons if you already have some experience. Their podcasts and stories put learning into use from the very beginning. For educators, the newest release is something called **Duolingo for Schools**. You can assign stories and lessons in multiple languages. Not every activity is available in all 38 of the languages that Duolingo offers, but it allows every learner to take things at his/her own pace. Using Duolingo for Schools, teachers can track a student's progress in a variety of different ways. Students seem to love the encouragement of leaderboards and badges, while teachers love being able to engage their learners and watch them grow at the pace that's right for them. Duolingo works well with a variety of different devices and can even be utilized offline. If you haven't checked it out before, it's definitely something you will want to explore.

The math teacher in me is always a little extra excited when I find something that can be used to help solve the math puzzle. One of the resources I have found interesting to use is IXL. Not only is this resource great to use in the math classroom, it has a robust curriculum in Science, Social Studies and Language Arts, as well. Although to access all the benefits of **IXL** you need a membership, it offers a wide variety of options. Without a membership you are still able to access a limited number of practice questions each day, to see if it would be something that would benefit your students or children. You are also able to access a free trial if you wish to use IXL in the classroom. The teacher can set-up classes, assign a diagnostic test and much more. IXL is also an approved Supplemental Distance Resource that adult education programs can utilize.

If it is Science and Social Studies that you are trying to up your game in, there are many different options to choose from as well. **Crash Course** and **PBS Learning Media** videos are a great place to start. Just like IXL, there are many different topics for which you can research and find a video. The videos move quickly so it's best to use them when reviewing content or when learners have a little bit of background knowledge. Integrating other resources, such as NearPod, students will be prompted to do the stop and start while watching as a class, or independently.

Additionally, for Social Studies an excellent resource to tap into is the iCivics website. There you will find ready-made lessons plans, games and activities for a wide variety of topics for all ages and levels. The iCivics website hosts a variety of up to date topics in addition to lessons about the structure and function of the government. The resources provided are fun, engaging and well put together.

Reading instruction is always one that you can never have too many resources for. Among the many different levels there are three different resources that teachers have turned to. **Newsela**, **Readworks** and **ReadTheory** all have a host of wonderful readings paired with questions, and much more! The Newsela Pro version is an approved Supplemental Distance Resource for adult education and can be accessed for additional classroom learning and hours. Newsela also offers an app for both Android and Mac users. The added benefit to using the app is that content can be made available offline so that students can continue their work even when they don't have WiFi. The articles are also offered in an Article-A-Day format to link several articles together that all have the same focus. Newsela covers a range of topics and can easily help bring reading to other subject content areas.

ReadTheory has a host of different resources that are available as well. ReadTheory has a personalized assessment that it starts with so that the learner can get content delivered to him/her on an individualized level. This resource offers a special area for teachers and remote learning to help navigate the tricky online learning environment.

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Learning Resources (continued from page 7)

Last, but certainly not least, ReadWorks offers a variety of different reading experiences, including poetry, with paired text questions. Both ESL learners and native language learners will find something that piques their interest.

Maybe you've already got all your material online but need a way to make it fun, engaging and meaningful. Well, you can take advantage of plenty of resources available, new and old. **Kahoot!** has pre-made quizzes on just about every topic under the sun. If there is something you can't find, you can easily create a quiz with pictures and videos to make it relevant to the audience. Kahoot! also offers an app to download or it can be used in a computer, phone or tablet's web browser making it super versatile. And, another bonus is the catchy tunes that it plays during the quiz.

Sometimes, you just need a good old-fashioned set of flash cards to do the trick. But, as a teacher or a parent, you can't possibly create enough flashcards for every subject, test or concept...introduce Quizlet. Anyone can access pre-made flash cards created by other users or make your own. Also, as a teacher you can create one deck and distribute it to all your students. This is a huge time saver and a great way to help prepare any learner.

Nearpod is also new, at least to my scene, and has a wide array of options to engage learners. One of the ways, as I mentioned earlier, is the ability to create questions during a video that pause the progress and allow for thinking and reflection. Much like what a teacher would naturally do in the classroom, but now it can all be done if the student is in class or participating at a time that is convenient for their new schedule. In addition, Google Slides and Docs can be imported so that students can collaborate with one another whether they are side by side or miles apart. Nearpod, like Quizlet and Kahoot!, also offers an app and in-browser experience on a variety of devices. All three of these resources offers so much more than what I have described here and are a wonderful addition to any learning environment.

Having to go all virtual for classes was never something that was ever on my radar, and I would have never imagined it would have been for this long. I hope that this collection of resources helps you find some meaningful ways to connect with your students, children, or activate some learning for yourself.

Literacy & Learning Success Centers Receive Steinman Foundation Grant

Ilsa Powell Diller, Outreach & Resource Coordinator



In April 2020, The Literacy & Learning Success Centers through The Literacy Council of Lancaster-Lebanon, received a grant from the Steinman Foundation's Lancaster STEM Alliance to support training for international healthcare workers. Since 2015, The Literacy Council has been providing education and advising to immigrant healthcare workers looking to reclaim their medical careers in the

United States. While career paths for immigrant and refugee professionals is a complex process, the one thing they all need is academic English proficiency. The services we have developed include basic and academic English language skills, the attainment of stackable credentials, mentoring and assistance with credentialing, job placement and citizenship attainment.

Last year, funding through the PA Medical society helped us provide intensive language support to a group of students who were preparing to enter the Second-Degree Registered Nursing Program at Penn State University-Harrisburg. Funding from the Steinman Foundation has helped to expand that program and provide the language support and training to 20 internationally trained physicians who will be entering the Penn State Nursing Program, enrolling in skill training programs or preparing for the medical licensing exam.

We see the potential and value in these students who go through intensive Academic English training in preparation for the next step on their career path. They are not only taking steps to reclaim their medical careers in their new countries. They are filling job gaps in the US medical field, and they are also becoming much needed bi-lingual resources for the medical communities in which they live and work.

We are grateful to the Steinman Foundation for supporting the growth of our International Healthcare Professional program and look forward to celebrating the successes achieved by the students this year.

Remote Learning: Strategies to Make It Work

Steve Hess, Student Services Coordinator

Adult students bring to the classroom a wealth of lived experiences from which an instructor can draw to enrich their classrooms and benefit other students in the class as well. Furthermore, adult learners enroll in educational activities to meet their individual needs. Instructors must tap into these needs to devise relevant curriculum and classroom activities. This is more important than ever as we enter a new phase in the delivery of instruction in the wake of the COVID-19.

One of these needs was to help my students engage successfully in remote learning. Since they have children who also participate in remote learning, this was the perfect opportunity to help both my students and their children. This led to me creating a PowerPoint of remote learning “tips” which I shared with my students. These tips include:

1. Maintain Health and Well-Being

- Ensure that you and those in your household are healthy-daily check for fever, cough, shortness of breath.
- Follow guidelines from national, state and local health authorities.
- Monitor the emotional/mental health of those in your household. Due to COVID-19, we have all suffered loss; loss of freedom, loss of meeting with friends and family, loss of a predictable future, loss of safety and maybe a loss of motivation.
- These losses can change from day to day and can affect our learning and well-being. Be strong and reach out to others. It is OKAY to feel loss.

2. Know the Expectations

- Make sure you know what is expected of you or your child(ren).
- Are you/your child(ren) expected to just review, or follow a schedule of activities, such as reading for 30 minutes a day or are there online classes needing to be attended?
- If you do not understand, reach out to your teachers-use Google translation if necessary-something is better than nothing.
- If you do not have the materials needed, please ask. We will help each other and find a solution. This includes pencils, paper, a computer and Internet.
- Communication is key. Do not be afraid to ask for help. We all need to help each other.
- Communicate often with your teachers.

3. Create and Maintain a Schedule

- A daily schedule is important during this time.
- Schedule a time when you will attend online classes or have assignments to complete.
- Follow your schedule every day, just like you would if you were going to school. Use a timer or clock to help establish routines. Make a poster. Make a to-do list. Do whatever works for you and your family.

4. Create a Learning Space

- Try to have or make a quiet space in your home that is just for learning.
- This can be difficult when everyone is at home, but schedule times when learning is to take place.
- Use background music or headphones. Make sure there is enough light and space. Utilize whatever works best for you or your child(ren).

5. Monitor/Participate/Model

- Be involved in your child(ren)'s learning, as well as your own.
- If possible, have them show you what they are doing.
- Let your child(ren) teach you.
- Make sure all work is completed: have your child show you.

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Remote Learning Strategies (continued from page 9)

- As a parent, if you are studying online, you are a model for your child(ren).
- Involve your child(ren) in what you are learning.
- Learn together and find ways to make learning real and fun at the same time.

6. Create Balance

- It is important to balance your schoolwork with time together with your family.
- DO NOT spend excessive amounts of time looking at screens.
- Schedule breaks and time away from schoolwork.
- Do not get upset if your child(ren) doesn't/don't do everything according to the routine.
- Be flexible and do not make schoolwork/assignments feel like WORK.

7. Be Realistic

- Not everyone can quickly adapt to a new way of learning, nor do they adapt the same way.
- Be patient with your child and encourage him or her to do his or her best.
- Use incentives to help motivate.
- Praise completed tasks and be positive.

8. We are all in this TOGETHER

- Our new way of learning is a new experience for us all.
- We are all learning the best ways to help our students continue to learn.
- Please let us know your concerns/challenges. We will help each other.
- Stay safe and be well. This is most important.

Remote learning is hard for our students, and it is even harder when they are expected to help their children as well. The above strategies help my students navigate remote learning and were created by an instructor who used what my students have taught me to help them achieve success through lifelong learning and learning for life, regardless of how that learning takes place.

Upcoming Events



Extraordinary Give
November 20, 2020

An Evening of Matched Pairs
May 2, 2021

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

Success through Lifelong 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.

Board

The Literacy Council is governed by a volunteer board of directors. 2020-2021 board members:

Eric Luckenbaugh, President
Aliina Hirschhoff Hopkins, Vice President
Willa Freer, Secretary
Erik Cianci, Treasurer

Scott Cole Martha Guaigua
Rich Druby Cheryl Hiester*
Ashley Garcia Charity Welch
Star Gibbs

*(Non Voting)

Staff

Jenny Bair, Program Director
Brittany Foose, Program Coordinator
Steve Hess, Student Services Coordinator
Cheryl Hiester, Executive Director
Mitchell Hiester, Program Assistant
Jane Myers, Volunteer Services Coordinator
Ilsa Powell Diller, Outreach & Resource Coordinator
Cathy Roth, Program Coordinator, Lebanon
Amanda Ruth, Program Coordinator, Lebanon
Monica Shannon, Receptionist

Adjunct Teachers

Meredith Aul Deb Linton
Tina Barnhart Rita Nutter
Kerry Hurst Lauren Swartz

Volunteers Needed

Take action today and join us. We need volunteers to teach basic education skills.

To get started, contact:

Jane Myers,
Lancaster Center
jane@literacysuccess.org

Amanda Ruth,
Lebanon Center
amanda@literacysuccess.org

"When obstacles arise, you change your direction to reach your goal; you do not change your decision to get there." –Zig Ziglar



The Literacy & Learning Success Centers are powered by United Way of Lancaster and Lebanon Counties.



The Literacy Council of Lancaster-Lebanon is accredited under the PANO Standards for Excellence®