



The Literacy Council
of Lancaster-Lebanon

The Literacy Line

Winter 2026

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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.

Welcome 2026: A New Year of Possibility, Resilience, and Hope

Cheryl Hiester, Executive Director

As we begin a new year, we're reminded that learning is one of the most powerful tools for navigating change. Across our community, adults are balancing work, family, and uncertainty while courageously taking steps to improve their literacy, English skills, digital confidence, and career pathways. Their determination inspires everything we do.

At the Literacy & Learning Success Centers, we continue to see how adult education strengthens not only individual lives but our region's workforce and local economy. At a time when employers are facing a tighter labor market and growing skills gaps, adult learners are stepping forward to earn high school credentials, improve communication skills, and prepare for careers that keep our region strong. Literacy is not just about reading and writing; it's about opportunity, stability, and hope.

This past year also reminded us of the vital role community support plays. Funding uncertainty, shifting policies, and rising costs pose very real challenges for adult education programs like ours. Yet, thanks to our generous donors, committed volunteers, dedicated staff, and strong partners, we have continued to expand access, providing free instruction, welcoming newcomers, building digital skills, and helping adult learners envision new possibilities for themselves and their families.

As we look ahead, our focus remains clear:

- **Creating welcoming spaces** where every adult feels respected and supported
- **Inspiring possibilities** through education that opens doors to employment and lifelong learning
- **Building trust and integrity** by stewarding resources responsibly and staying true to our mission

This year will bring both challenges and opportunities, but we move forward grounded in our values and confident in the power of education to change lives. Thank you for being part of this journey. Together, we are building a more inclusive, skilled, and hopeful community—one learner at a time.

Think You Know Adult Education?

If you're reading this newsletter, you already know how powerful adult education can be, and how investing in learning strengthens our entire community. **Ready to put your knowledge to the test?** Scan or click the QR code to take a short quiz on adult education facts and figures.





Determination, Rain or Shine

Megan Goerner, Program Supervisor

The rain was coming down fast on the cold Lancaster streets on a Friday morning. It was the kind of day that invites you to stay inside, wrapped in warmth, watching the rain from afar. But that day, she was on a mission.

That mission began months ago, when she made a powerful decision: it was time to earn her High School Equivalency Diploma. On orientation day, she walked through the doors of the Success Centers to not postpone her dream any longer. She was taking her first step.

With rain falling steadily, she walked nearly a mile to the Success Centers for her first GED® test—Math. When she arrived, she was greeted by an advisor. “Are you ready?” As they walked down the hallway toward the testing room, a familiar wave of panic set in. “I forgot my identification!”

We’ve all been there. Everything is carefully planned, and then one small detail threatens to derail it all. Your heart sinks. Your mind races. There’s no easy fix, and time is not on your side.

She tried calling her sister. There was no answer.

Walking back home would mean missing the appointment altogether.

Without hesitation, her advisor stepped in and offered her a ride. There was still hope—narrow, but real. Together, they navigated the winding streets of Lancaster and made it back in time.

She took her seat at the computer. The advisor wished her luck and quietly stepped away. An hour later, she was finished. And she passed.

Despite the rain, the cold, and a moment that could have stopped everything, she persevered. Nothing, not the weather, not fear, not a forgotten ID was going to keep her from her goal.

Without missing a beat, she began planning her next steps. Isabella has now passed the Social Studies GED Ready® practice test with a green light, meaning she’s ready for the official exam. In January, she’ll take the Reasoning through Language Arts practice test and schedule her Social Studies GED® exam.

Congratulations, Isabella! You’re proving what’s possible. Our Success Centers team is incredibly proud of your determination, resilience, and success.

The Joy of Adult Education

Steve Hess, Program Supervisor

Tuesdays and Thursdays are my favorite days of the week. For two and a half hours on these days, I am surrounded by a community of learners that teach me, inspire me, and motivate me. My students give me as much as I give to them, if not more. This is the beauty of adult education—the opportunity to learn from one another, foster respect for our neighbors who want to reach academic, personal, and professional goals, and build bridges of understanding across cultural divides.

This beauty enhances the traditional role adult education plays, to “help adults get the basic skills they need, including reading, writing, math, English language proficiency, and problem-solving to be productive workers, family members, and citizens” (*Welcome to the Office of Adult Education & Literacy*, n.d.).

This beauty builds a community of learners that coalesce around a collective purpose—lifelong learning and learning for life. This learning takes on many forms and looks different for all of my students. Whether they be forklift drivers, packers, cleaners,

homemakers, or machine operators, they bring a wealth of knowledge and experience that can enhance their own learning as well as that of their peers. My students come to class with a purpose and give me purpose in helping them achieve their goals.

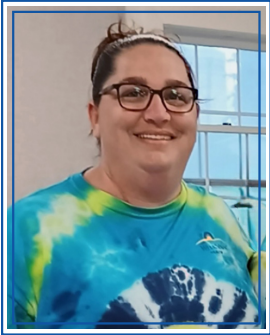
Whether it’s taking a vocabulary quiz or discussing traditional desserts, holidays, and festivals, our learning community builds and strengthens relationships. Whether it’s practicing new grammar concepts, wanting a new job, or moving to a new apartment, our learning community supports each other. Whether it be taking a standardized test to measure progress or sharing stories about work and family life, our learning community fosters a common humanity.

This is the joy of adult education: a field that welcomes and values all, inspires possibilities and changes lives, and empowers its learners to build the futures they envision. Adult education is a fabric of our society and its positive impact blankets our communities, empowering our learners to reach their full academic, personal, and professional potential.



Student Journey Powered by Partnership & Perseverance

Deb Linton, Adjunct Instructor



When Stacie Orfino set her sights on a new opportunity at work, she never imagined how quickly her determination would be tested. After applying for a different position, she was told she needed a high school diploma or equivalent to be eligible and given a firm deadline of November 13, 2025.

Rather than letting the obstacle stand in her way, Stacie acted.

She reached out to IU13 to explore her options and was soon connected to The Literacy Council's Literacy & Learning Success Centers, where critical support and instruction helped turn her goal into a plan. Through the IU13/Success Centers partnership, Stacie enrolled in a seven-week math class, balancing her studies while continuing to work full-time.

Outside of class, Stacie showed incredible discipline and commitment, studying independently for the remaining subjects—social studies, language arts, and science. Week by week, she made steady progress,

building both knowledge and confidence.

When it came time to take the GED Ready® practice tests, Stacie earned a green light in all four subjects, signaling that she was prepared to succeed on the official exams. With guidance and encouragement from Jenny Bair, Program Director at The Literacy Council, exam dates were carefully scheduled to meet her tight timeline.

During the weeks of November 3 and November 10, 2025, Stacie sat for all four GED® exams. She passed every test.

Thanks to her hard work and the coordinated support of IU13 and the Literacy & Learning Success Centers, Stacie didn't just meet her employer's deadline—she exceeded expectations. She earned her diploma in time and was promoted to the position she had worked so hard to achieve.

Congratulations, Stacie! Your drive, perseverance, and success are truly inspiring—and a powerful reminder of what's possible when dedicated learners and strong community partnerships come together.

Measuring Progress: Honoring the Journey

Kat Ludlow, English Teacher

In adult ESL classrooms, progress is rarely loud. More often, it unfolds quietly and steadily—sometimes almost unnoticed beneath the weight of everyday life. As my students move from Level 2 to Level 3, I am reminded that advancement in language learning reflects both measurable achievement and deep personal perseverance.

Standardized assessments play an important role in this journey. They provide clear, consistent ways to measure growth, guide instruction, and ensure learners are progressing toward defined language goals. When a student advances a level, it signals more than time spent in class—it confirms that real learning has taken place.

For adult learners, reaching that benchmark requires extraordinary commitment. Many arrive to class after long work shifts, school drop-offs, and caregiving responsibilities. They navigate transportation challenges, health concerns, financial stress, and limited resources. Attending English class is just one responsibility among many—and yet, they show up.

When students move up a level, the assessment confirms what persistence makes possible. For some, it marks the first academic success they have experienced in years, or ever. That moment matters.

While test results are a vital indicator of learning, they also open the door to something larger. As language skills strengthen, learners gain confidence navigating daily life in a new culture. A student who now calls a doctor without fear, advocates for a child at school, or explains a work issue to a supervisor is building real-world capability grounded in assessed language growth.

There are moments in the classroom that make this progress visible in joyful ways. A learner who once avoided speaking now volunteers opinions. Someone corrects me, politely and confidently, in English. A joke lands, and the whole room bursts into laughter. These moments are not separate from assessment; they are signs that language learning is taking root and becoming usable, flexible, and alive.

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Workforce 101: Where Education & Employment Come Together

Rita Nutter, ESL Instructor

This fall, The Literacy Council launched a new course at PA CareerLink® Lancaster called Workforce 101, a program made possible through the Literacy & Learning Success Center's partnership with the Lancaster County Workforce Development Board (LCWDB) and PA CareerLink® Lancaster.

Workforce 101 is designed for adult learners, many of whom were professionals in their home countries, who are now navigating career pathways in the United States. While these learners bring valuable skills, experience, and ambition, understanding how to translate that experience into the U.S. workforce can be challenging. This class bridges that gap.

Throughout the course, students explore their individual skills, strengths, and personality traits and how those qualities connect to workplace success. They practice essential soft skills, including

communication, teamwork, and conflict resolution, skills that employers consistently identify as crucial but are not always easy to teach.

Students also spend time preparing for the job search itself. They practice answering interview questions, learn the dos and don'ts of interviewing, and discuss the importance of body language, active listening, and professional presence. Using online tools, learners research career options and job openings, gaining insight into industries and roles that match their interests and experience. Each student creates a current, adaptable resume that they can tailor for future job applications.

The course culminates in a mock interview with another professional, allowing students to put their new skills into practice in a supportive setting. For many, this experience builds confidence and clarity

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Expanding Access & Opportunity Through Flexible Learning

Ilsa Powell Diller, Outreach & Resource Coordinator

The Literacy Council Receives Lancaster Thrives Together Grant through The Lancaster County Community Foundation

We are excited to expand opportunities for learners through a newly awarded grant supporting asynchronous instruction, a flexible class option designed to meet learners where they are. This initiative builds on our recent investment in a new learning management platform, which allows us to deliver high-quality instruction both live (synchronous) and on learners' own schedules (asynchronous). By fully leveraging this technology, we are creating a more accessible learning experience and one that helps adult learners stay engaged, persist, and ultimately achieve their goals, even while balancing work, family, and other responsibilities.

This year, the Literacy & Learning Success Centers will develop and deliver asynchronous High School Equivalency (HSE) classes. These are not self-paced or impersonal courses. The experience closely mirrors a live classroom—while offering the flexibility many adult learners need to succeed. Each class includes:

- A dedicated, caring instructor
- A clear syllabus and learning plan

- Recorded lessons and interactive activities
- Ongoing student teacher communication and collaboration

The Lancaster County Community Foundation grant funding will support key components of this work, including design, instructional staff, technology support, and student advising and case management, ensuring learners receive both academic and personal support throughout their journey.

The reality is that not having a high school credential can severely limit access to higher education, financial aid, and career advancement. It is also linked to poorer health outcomes and lower community engagement. Education plays a critical role in leveling the field, and adult education is essential to advancing equity by providing opportunities that were often denied earlier in life.

We are proud to be blazing a trail in asynchronous adult education, opening new doors for learners who have the motivation but need flexibility to keep moving forward. With this innovative approach, we are continuing our commitment to lifelong learning and helping adults pursue not just learning for today but learning for life.

Conversations with AI: A Digital Literacy Lesson in What it Can & Cannot Do

Artificial intelligence is a large language model that enables computers to perform tasks such as answering questions, writing text, and summarizing information. And it is everywhere right now. It is showing up in search engines, workplaces, phones, and classrooms. Many of our learners are curious about AI tools like ChatGPT and are eager to understand how they work and when they can be helpful. As part of digital literacy instruction, it is important to not only teach our students how to use technology, but also to use it carefully. AI does not think or understand—it simply looks for patterns in large amounts of data and uses those patterns to generate responses to the prompts it is given.

Recently, I experimented with ChatGPT by asking it to create simple riddles. What seemed like an easy task quickly turned into a teaching moment.

I asked the AI for a riddle with a clue that included the number of letters in the answer. Here's part of how that conversation went:

Clue: "Fastest land animal" — 5 letters

My answer: Cheetah

ChatGPT: Exactly — cheetah ✓

At first glance, everything looked correct until I noticed that "cheetah" has seven letters, not five. When I pointed this out, the AI acknowledged the mistake and adjusted the clue. As the interaction continued, more small errors popped up, such as

incorrect letter counts, mismatched clues, and answers that didn't quite fit. These kinds of mistakes aren't unusual, and that's exactly why they matter.

AI tools don't fact-check in real time or reason through answers the way humans do. Instead, they generate responses based on patterns and probability. In other words, AI tools look for information most commonly associated with the given prompt. This means AI can sound confident while still being wrong.

For adult learners, this becomes an important digital literacy lesson. Whether someone is using AI to write an email, explore careers, or study for a test, it's important to review and verify the information. Just because a response appears polished doesn't mean it's accurate.

In our digital literacy classes, we talk about AI the same way we talk about the internet as a whole—it is a powerful tool, but it works best when we use it with our own judgment. Knowing when to double-check a source, ask follow-up questions, or turn to a trusted website, book, or person is an important skill.

AI isn't something to fear, but it's also not something to use carelessly. By helping learners understand both its potential and its limits, we empower them to be more confident, capable, and informed digital users.

And sometimes, even a simple riddle can teach a not-so-simple lesson.

Workforce 101 *(continued from page 4)*

while reinforcing that their past experience still matters as they move forward.

This pilot session marks the first offering of Workforce 101, and its success highlights the power of collaboration. Title II adult education brings language, literacy, and foundational skill development. Title I workforce partners contribute labor market knowledge, employer connections, and career services. Together, these systems create a seamless pathway that supports learners not only in gaining skills but in using them to access meaningful employment.

We are deeply grateful to the Lancaster County Workforce Development Board for recognizing the value of this partnership and for investing in

programming that aligns education with workforce needs. Their support makes it possible for adult learners to prepare for employment with confidence and dignity.

As we look ahead to the spring session, we plan to build on this success by adding more conversational and workplace communication elements, responding directly to learner feedback and employer expectations.

Workforce 101 is more than a class—it's a model of what's possible when education and workforce systems work hand in hand. Thank you to our partners at PA CareerLink® and the Lancaster County Workforce Development Board for helping make this important work possible.

When Winter Makes Learning Harder

Klaude Larieux, Advisor

As a student advisor, I can always tell when winter has arrived—not just by the cold, but by how quickly barriers begin to surface for adult learners. Winter doesn't simply affect attendance. It impacts food access, housing stability, transportation, health, and a learner's ability to focus on education.

One of the most immediate challenges we see during the colder months is food insecurity. When learners are worried about how they will feed themselves or their families, education understandably becomes secondary. Part of my role is helping students find food resources quickly, respectfully, and without stigma so they can regain a sense of stability.

Lancaster County is fortunate to have a strong network of food pantries and community meal programs. Organizations coordinated through the Lancaster County Food Hub, along with faith-based and neighborhood providers, step up year-round—

especially in winter. Many pantries expand capacity during colder months and offer evening or weekend hours to better serve working adults. Making those connections at the right moment can relieve immediate stress and help learners stay engaged in class.

Addressing winter barriers isn't separate from education; it is education support. Adult learners cannot fully participate in literacy classes or workforce preparation if their basic needs go unmet. When advisors help learners access food, heating assistance, transportation options, and other community services, we are protecting their ability to continue learning.

By helping students meet essential needs during the coldest months, we create stability. And that stability makes it possible for adult learners to remain enrolled, build skills, and keep moving toward employment, independence, and long-term self-sufficiency.

Acts of Kindness in Action

Jane Myers, Volunteer Services Coordinator

“Not all of us can do great things, but we can do small things with great love.”

-Mother Teresa

It was a dark and stormy night. Streets were flooding, water was seeping into our building, and it quickly became clear that we had to close the office for safety. As I locked the doors, my thoughts raced—not about the weather, but about our people. One volunteer lived in York, another south of Willow Street. Many students relied on walking or public transportation. One student had just arrived from Quarryville for his very first night of class, while another was anxiously trying to figure out how she would get home.

Without hesitation, kindness stepped in. Even though her home was out of his way, one student offered her a ride. Another student from Mountville takes the bus to class every Tuesday and Thursday night. When bus service was halted because of the storm, her tutor, who lives south of Willow Street, made sure she got home safely.

These moments are not exceptions. They are who we are.

Nancy, one of our GED math instructors, once sat outside the testing room because her student said knowing she was nearby gave her confidence. Holly, an ESL teacher, never turns away a learner; she is

currently working with her 15th student. Knowing many come straight from work and arrive hungry, she brings fruit to every class. Jamie went above and beyond to help her student and his family, who were newly arrived in the United States, find essential baby items, including a crib, stroller, and highchair.

There is Don, who asked about the cost of GED books and quietly wrote a check to cover both his own materials and his students', knowing the budget had not yet passed. Jim learned his student was ill and didn't think twice—he took him to the emergency room to receive care.

One of our fundraisers was conceived and carried out largely by a former student who wanted to give back. He told us that the services we provided not only helped him learn English but also helped him understand and navigate life in his new country.

And these are just a few of the stories. I could go on indefinitely with the acts of kindness I have witnessed over the years—quiet, unassuming moments that rarely make headlines but make all the difference in the lives of learners and volunteers alike.

“Each small act of kindness contributes to a larger tapestry of kindness that enriches the lives of all and helps to build a more compassionate world.”

-Anonymous

Teaching is Never “Routine”

Cathy Roth, Adjunct Instructor

There’s a popular belief I’d like to gently dispel: teaching the same subject at the same level year after year is somehow easy or routine. For great teachers, nothing could be further from the truth.

While the curriculum provides a foundation, everything else is constantly changing. Each class brings a new group of learners with different strengths, experiences, confidence levels, and challenges. Effective teaching depends on students feeling safe enough to say, “I don’t understand.” When that moment happens, the real work begins with thoughtful planning, re-teaching, and adjusting lessons to meet the unique needs of each class.

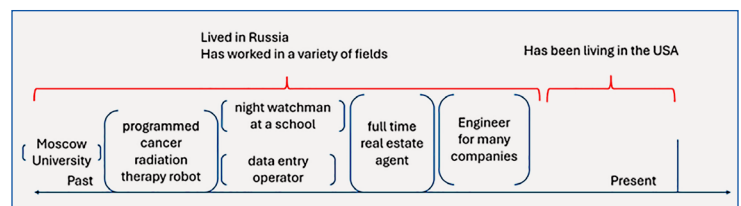
This semester, I’m teaching the *Ventures Transitions* Unit 8 to an intermediate ESL class with students ranging from low Level 4 to high Level 5. Although I’ve taught this unit many times, I have never taught it the same way twice. The learners, their goals, and their life experiences shape how the material comes alive each time.

Technology adds another layer of complexity and opportunity. Online platforms are always evolving, and both teachers and students adapt together. A slide deck that once loaded smoothly in one platform may need reformatting for another. Some students edit assignments on cell phones, others on laptops, each with its own challenges. I am still learning new skills myself, like embedding audio into slides to better support language learning.

Even with strong textbooks and supplemental materials, there is never quite enough practice when

it comes to grammar and vocabulary. To bridge that gap, I create additional quizzes and practice activities using tools like Wordwall, giving students more chances to build confidence and mastery.

Just as important as academic content is building a sense of community. I stay connected with students through email and online tools, learning about their goals, experiences, and needs. At the start of this unit, students wrote about their work experience. One student, who has been with me through several sessions, shared rich examples that I turned into visual charts to teach the Present Perfect and Present Perfect Continuous (below). I’ll create similar visuals for students with less formal work experience but meaningful life experiences, helping everyone develop language they can use in future job searches.



Sample visual chart

This kind of teaching takes time, creativity, and care. It goes far beyond what’s in the book. And while it is a lot of work, the reward comes when students recognize the effort, feel supported, and grow in confidence. Their gratitude reminds me why adapting, listening, and going the extra mile truly do matter.

Measuring Progress *(continued from page 3)*

Life doesn’t pause to make room for learning, especially for adults. That reality reminds me to slow down and notice growth as it emerges. Each day begins with gratitude: thanking students for coming, sharing coffee and food, and checking in. Sometimes lessons give way to conversations shaped by homesickness, loss, or shared experiences. On those days, language is built organically, piece by piece, named, practiced, and understood in real time.

When a student advances to the next level, it

represents more than improved English. It reflects determination, self-belief, and hope—all of this confirmed through standardized measurement and lived experience alike.

In a world that often celebrates only large outcomes, the adult ESL classroom shows us the power of clear benchmarks paired with compassion. Standardized assessments help us measure progress. The everyday moments reveal just how transformative that progress can be.

Big Vocabulary Gains from Small Word Pieces

Meredith Aul, Adjunct Instructor

I used to believe the best way to build vocabulary was to teach new words only in context, and context certainly matters. In a recent unit called “Money Matters,” for example, my students learned words they encountered in dialogues and readings: interest, balance, cash, credit, debt, debt counselor, and minimum payment. Each new word added to their growing bank of English.

Over time, though, I’ve discovered an even more powerful strategy: teaching word parts such as prefixes, suffixes, and root words. This approach gives students more bang for their buck, helping them unlock the meaning of many new words at once rather than memorizing them one by one.

Why Word Parts Matter

When students understand how words are built, vocabulary growth accelerates. Learning common prefixes, suffixes, and root words helps students:

- Figure out the meaning of unfamiliar words
- Improve reading fluency and comprehension
- Become more confident spellers
- Strengthen writing and communication skills

In short, word parts turn vocabulary learning into a skill students can use anywhere.

Expanding Vocabulary, Exponentially

I often tell my students that learning prefixes and suffixes can expand their vocabulary exponentially. For example, if they know that *dis* means “not,” they can immediately understand words like *disagree*, *dislike*, and *disinterested*. Recognizing word families such as *happy*, *unhappy*, and *happiness* also helps students see how words are connected.

Word parts show students how meaning changes. Suffixes like *ness* and *ity* can turn adjectives into nouns, while *tion* and *ment* often turn verbs into nouns. Students begin to see patterns instead of isolated words, and that realization is empowering.

Building Stronger Readers

As students become more comfortable breaking words into parts, long or unfamiliar words feel less intimidating. They begin dividing words into syllables, using word parts and context clues to infer meaning. This strengthens both reading fluency (reading smoothly and accurately) and comprehension (understanding what they read). As vocabulary grows, reading becomes easier and more enjoyable.

Improving Spelling and Writing

Knowledge of word parts also supports spelling. Students learn to recognize consistent spelling patterns and understand why certain words follow specific rules. That foundation carries over into writing.

Research consistently shows that a larger vocabulary and stronger understanding of word structure lead to clearer, more engaging writing. When students can use words accurately and effectively, their confidence grows right along with their skills.

How I Teach Prefixes and Suffixes

I begin by introducing common prefixes using a simple four-column chart:

1. The prefix
2. Its meaning
3. An example word
4. How the meaning changes

For example: *un-* (not): *unhappy*, *unusual*

At first, only the list of 12–15 common prefixes is filled in. Together, we discuss their meanings, and students generate examples. Because several prefixes mean “not,” I introduce those early and explain patterns—such as *im* appearing before words beginning with *m*, *b*, or *p* (*impossible*, *imbalance*), or *ir* before words starting with *r* (*irresponsible*).

Once students understand the basics, we look at how word parts work in context. If students know *bio* means “life,” *ology* means “study of,” and *graph* means “write,” they can quickly figure out why *biology* means the study of life and *biography* tells the story of a person’s life.

Practice Makes It Stick

Practice is where learning becomes fun. We use interactive tools such as Quizlet, Kahoot, and Bamboozle, as well as graphic organizers that allow students to work together analyzing words, definitions, synonyms, antonyms, and examples. After prefixes, we move on to common suffixes and continue building skills step by step.

The real test comes in writing. When students can use a new word correctly in a sentence, with the right prefix or suffix, they truly own that word.

For me, the greatest reward is watching students grow more confident as their ability to communicate in English expands one word part at a time.

The Literacy Line

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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

Providing opportunities for success through lifelong learning and learning for life.

Vision

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

Values

A place of welcome – We work hard to be a place where each person feels valued, safe, welcomed, and visible at the Success Centers.

Trust and integrity – We do what we say. Our students, colleagues, community partners, funders, and donors entrust us to fulfill our mission and we believe that it is our duty to be worthy of that trust.

Inspire possibilities – Our programs inspire adults to realize their chosen potential. Our programs meet adult learners where they are and help them set and meet their goals. We commit to success for our students, staff, volunteers, and the program.

Staff

Meredith Aul, Adjunct Instructor
Jenny Bair, Program Director
Shawn Gaffney, Adjunct Instructor
Megan Goerner, Program Supervisor
Steven Hess, Program Supervisor
Cheryl Hiester, Executive Director
Mitchell Hiester, Program Assistant
Evan Ippolito, Instructor
Klaude Larieux, Advisor
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Katherine Ludlow, ESL Instructor
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Cathy Roth, Adjunct Instructor
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Board

The Literacy Council is governed by a volunteer board of directors. 2025-2026 board members:

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Stephanie Stauffer, Secretary
Philip Heckert, Treasurer
Erik Cianci
Scott Cole
Fernando Garcia
Cheryl Hiester*
Joan Miller
Bill Morgan
Tim Steffen
Jeffrey Woodward

*(Non Voting)



Volunteers Needed

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

To get started, contact:

Jane Myers,
Lancaster and Lebanon Success Centers
jane@literacysuccess.org



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

The official registration and financial information of The Literacy Council of Lancaster-Lebanon, LVA, Inc. may be obtained from the Pennsylvania Department of State by calling toll free, within Pennsylvania, 1-800-732-0999. Registration does not imply endorsement.

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

–Zig Ziglar