

Numeracy

Health Literacy Workforce Development

Reading and Writing

Civics and Citizenship

LITERACY

SOCIAL



Literacy Assistance Center

Project-based learning Transition to Post-Secondary

Literacy Networks

ESOL Data Management TECHNOLOGY

Certificate Programs

ASSESSMENT

Math

MEDIA

Continuing Professional Education

➤ Course Offerings August–December 2011

Assessment  
Civics and Citizenship  
Data Management  
ESOL  
GED  
Health Literacy

Numeracy  
Reading and Writing  
Technology  
Post-Secondary Transition  
Workforce Development

Join us on...





## > Welcome

New York's economic recovery will rely largely on a workforce that is well educated, technically proficient, and able to meet employer needs. Improving the high school graduation rate will rely on excellent teacher practice and a supportive home environment. Neither goal can be met without a well-funded, vibrant, and committed adult education system. In New York City the functional illiteracy rate is 33%: One out of three New Yorkers can't read a newspaper or fill out a job application. The number of people in need of adult education services is staggering, while the nature of the education they need to succeed is constantly changing.

This fall 2011 catalog of the Literacy Assistance Center features new professional development opportunities that will help you provide the critical skills our students need to survive in today's tight economy. A special focus on building math skills and on workforce development and GED preparation are evident on pages 17 and 22.

Meanwhile, we need to hold on to the core philosophy and history that drives adult education. You can return to the roots of adult education with our Freirean Popular Education Certificate Program. The legacy of commitment, love, and hope that Brazilian educator Paulo Freire left to American educators informs the critical pedagogy that infuses grassroots organizations, college classrooms, and, most recently, school reform efforts in urban areas. As public funding steers us toward focusing solely on work skills, both new and experienced teachers will find that the Freirean program provides a welcome balance.

Your requests, feedback, and needs inspired the offerings in this catalog. Please continue to let us know how we are doing and what professional development you need by contacting me at [elyse@lacnyc.org](mailto:elyse@lacnyc.org).

The LAC welcomes Literacy Zones to our spectrum of service providers. As our field is continually asked to do more with less funding, we seek ways to entice private sector support for our work. We are in this together. If we continue to provide high-quality services that yield high-impact, measurable results, our work will continue on to the next generation.

Elyse Barbell  
Executive Director

Follow the instructions on page 31 to register for course offerings. Sign up early for the best selection. For the most up-to-date information, go to [www.lacnyc.org/profdev/calendar](http://www.lacnyc.org/profdev/calendar).

Since its founding in 1983, the Literacy Assistance Center's mission has been to increase opportunities for adults with low literacy skills and limited English language proficiency. We help expand their opportunities in two ways: by strengthening adult literacy programs that give learners the tools and confidence they need to seek out new services and by assisting literacy

providers to develop the skills and understanding they need to serve clients confronting literacy barriers.

The LAC has been working with adult education programs for more than a quarter century. Our data management support, continuing professional education offerings, and technical assistance enable these

*(continued)*

programs to improve the quality of their instruction and the efficiency of their organizations. The literacy services they provide open up new worlds, including better jobs, better health, and greater engagement in the lives of people in the community.

The expertise and networks that we have developed in the adult literacy community make it possible for us to assist a wide range of cultural, educational, financial, health, and legal agencies and institutions.

What they have in common is an eagerness to improve their services for constituents with limited literacy skills. We help to heighten their sensitivity to the challenges low literacy can create. Then we support them in improving their communication skills and strategy development, which can encourage their clients to take full advantage of the opportunities they provide.

***Please visit our website at [www.lacnyc.org](http://www.lacnyc.org).***

## ➤ Definitions/Descriptions

### **Cohort Groups**

Cohort groups are made up of individuals with similar interests who engage in a course of study together over a set period of time. Cohort members make a commitment to attend all sessions and participate in group activities. Individuals must apply and be accepted to participate in some programs, such as the certificate programs listed on page 5 and following.

### **MOODLE**

MOODLE is the open-source course management system that the LAC has selected to enhance courses and networks through Web technology. It is available free of charge at [www.moodle.org](http://www.moodle.org). Courses listed with the MOODLE icon employ a blended format, utilizing the Internet as well as face-to-face instruction.

### **Networks**

Networks are groups of like-minded people who share similar interests and concerns. They connect network members, face-to-face and electronically, to exchange information, promising practices, issues, and concerns.

### **Social Media**

*Social media* refers to the use of web-based and mobile technologies to turn communication into interactive dialogue. In adult education, social media tools provide inexpensive access to an array of online activities and an exciting way to incorporate real-life computer skills into language and literacy instruction.

### **Study Circles**

Study circles are groups of practitioners or managers who meet multiple times to read and discuss the latest research and literature relating to a topic. A facilitator keeps discussion flowing and ensures that everyone has an opportunity to participate. The LAC currently conducts Health Literacy Study Circles, focusing on a variety of health education related topics.

### **Training Sessions**

Training sessions are designed to teach a specific task or operation. The facilitator shows how to perform the operation, and the participants have opportunities to practice.

### **Workshops**

In workshops, a facilitator introduces new skills, and participants become actively engaged in exploring ways to use them, often through group activities. Most workshop sessions at the LAC are hands-on and use a combination of simulations, role play, demonstrations, and both large- and small-group activities. Single workshops are either full-day or half-day. Workshop series are developmental. Each succeeding session builds on those that came before; participants are expected to attend the entire series.



# Literacy Assistance Center

## CONTINUING PROFESSIONAL EDUCATION OFFERINGS August–December 2011

### Contents

Definitions/Descriptions	2
LAC Fee-Based Services	4
Professional Development for Health Providers	5
Certificate Programs	5
LAC Networks	11
Assessment	12
Civics and Citizenship	13
Data Management	14
ESOL	15
GED	17
Health Literacy	18
Numeracy	19
Reading and Writing	19
Technology	20
Post-Secondary Transition	21
Workforce Readiness	22
Professional Development Calendar	23
Professional Development Planning Worksheet	29
Registration Form	30
Registration Policies	31
Facilitators	32
Index	36

## › LAC Fee-Based Services

### **Consulting and Coaching**

Would you or your organization benefit from working one-on-one with a professional consultant or coach?

LAC consulting and coaching services foster effectiveness in adult education leadership and resilience in organizations. We work directly with executive directors, senior program managers, project coordinators, and emerging leaders to provide support in key impact areas.

### **Curriculum Development**

Do you have a consistent, effective curriculum that directly addresses the needs and goals of the adult learners in your program? Would you like your student and teacher publications to have a professional appearance?

According to the latest research and professional wisdom, one of the most common indicators of high program quality is the use of curricular frameworks that are sequenced, specifically designed for the target audience, and based on the

particular educational concepts that the target audience needs to learn. The LAC can help you develop customized, effective, contextualized workplace or special target-audience curricula for your ESOL, ABE, or ASE programs.

Curriculum Development Services at the LAC can prepare your materials for publication according to your specifications.

### **Customized Training**

Could a group of professionals in your organization benefit from a workshop?

We deliver customized continuing professional education to your staff, at your location or another that you might prefer. This special service includes all course materials. In addition to designing customized professional development to your program specifications, workshops and courses listed in the catalog can be adjusted to meet your particular staff needs.

### **For customized pricing, contact**

Elyse Barbell at 212.803.3302 or [elyse@lacnyc.org](mailto:elyse@lacnyc.org).



## › Professional Development for Health Providers

The Literacy Assistance Center offers comprehensive services that strengthen communication between health care providers and the diverse communities they serve.

### WHAT WE OFFER

- Oral communications training of health care workers, including HIV/AIDS counselors, hospital administrators, physicians, and hospital call center staff
- Assistance and training in how to make print communications more accessible
- Health literacy environment audits of health care facilities
- Assistance in establishing partnerships linking health care facilities with adult literacy programs
- Health literacy study circles for adult educators, using a framework developed by our collaborator Rima Rudd, Sc.D., Harvard School of Public Health

### CALL US

To learn how the LAC can collaborate with you on health literacy, contact Winston Lawrence at [winstonl@lacnyc.org](mailto:winstonl@lacnyc.org) or 212.803.3326.

## › Certificate Programs



The Literacy Assistance Center offers four intensive programs that provide certificate-level mastery: the Adult Literacy Educator Core Curriculum (ALECC), Teaching English as a Second Language to Adults (TESLA), GED Prep, and Freirean Popular Education.

All four certificate programs can make a difference in your effectiveness and advance your career by providing:

- Core research-based knowledge
- Teaching by professionally credentialed educators
- Field-based applications of your newly acquired skills and knowledge, followed by immediate feedback
- A valuable credential from a nationally recognized professional development leader in adult education

**See the following pages for detailed descriptions of these certificate programs.**





# Adult Literacy Educator Core Curriculum (ALECC)

## Fall 2011 ALECC Cohort

**Start Date:** September 16, 2011

**End Date:** March 24, 2012

**Application Deadline:** August 26, 2011

## Winter/Spring 2012 ALECC Cohort

**Start Date:** January 6, 2012

**End Date:** June 9, 2012

**Application Deadline:** December 9, 2011

In either cohort, participants attend 27 hours of on-site classes. They accumulate an additional 70–140 hours of study and reflection as part of an online community of practice, which continues to serve as a peer mentoring and support group after the program ends.

Either cohort qualifies participants for up to 10 CEUs and for the Certificate of Completion in Adult Education mandated by the New York State Education Department.

### Tuition

Free to LAC NYC RAEN members; see [www.lacnyc.org](http://www.lacnyc.org) for details on membership  
\$725 for non-members

### Application and Processing Fee

\$25 (non-refundable) for non-members, none for LAC NYC RAEN members

**To Apply:** You must submit an application to be admitted to this program. To apply, go to <http://lacnyc.org/profdev/Academy>.

*Individual course modules can be purchased separately for customized delivery at workplace sites. Hard-bound copies of the seven ALECC modules are available for purchase.*





# ALECC Certificate Modules

## **Introduction and Orientation to Moodle: (3 Hours)**

This workshop introduces participants to the faculty and to each other and to Moodle, the online course management system used for ALECC.

## **Module 1: Orientation Pre-Service or Early In-Service Institute (6 Hours)**

This workshop provides a comprehensive introduction to key concepts, research, policies, resources, and evidence-based practices in the field of adult literacy education today.

## **Module 2: Digital Literacy - Accessing Resources Online (3 Hours)**

Participants will gain hands-on experience in the computer lab using the internet to supplement their own learning and professional development.

## **Module 3: Valuing Diversity & Appreciating Difference (3 Hours)**

This workshop will explore the issues of diversity and difference in the adult education classroom.

## **Module 4: The Art & Science of Teaching Reading to Adults (3 Hours)**

Participants will develop an awareness of the importance of the five major components of

reading instruction as well as the importance of vocabulary and learner knowledge in the reading process.

## **Module 5: Teaching English to Adult Speakers of Other Languages (3 Hours)**

Participants will learn about communicative language teaching (CLT) and the use of contextualized language in ESL instruction.

## **Module 6: Teaching Numeracy and Quantitative Literacy to Adults (3 Hours)**

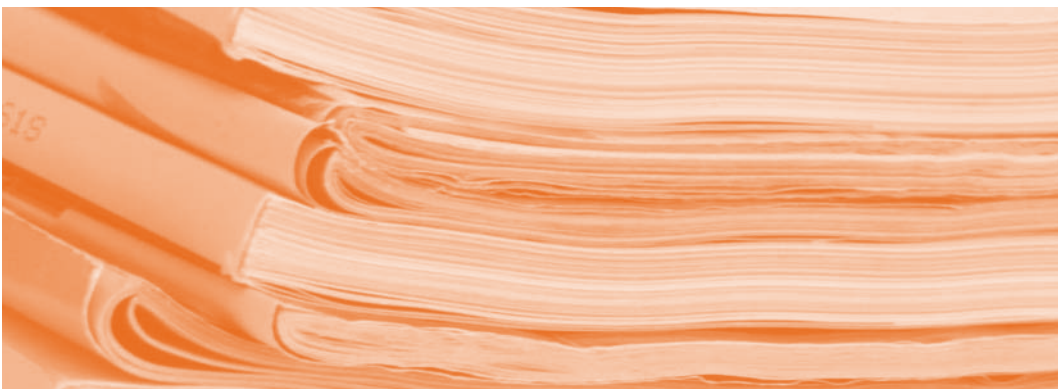
Participants will develop an understanding of the relevant core concepts and standards in the field of teaching quantitative literacy and numeracy.

## **Module 7: Indicators of Program Quality (3 Hours)**

Participants will understand the importance of adult education in the Regents P-16 Action Plan and will identify the qualities that make a good adult education and literacy program.

### **For more information**

*Please contact Marilyn J. Rymniak at  
marilyn@lacnyc.org  
or 212-803-3322.*





# Teaching English as a Second Language to Adults (TESLA)

## 2011–2012 TESLA Year-Long Program

**Start Date:** October 1, 2011

**End Date:** August 4, 2012

**Teacher Practicum Dates:** September 10–December 20, 2012

**Application Deadline:** August 31, 2011

TESLA participants attend 40 hours of on-site classes supplemented by seven 3-hour TESLA Colloquia. They accumulate an additional 120–150 hours of study and reflection as part of an online community of practice. A 32–48 hour teacher practicum is required to qualify for this certificate. Participants earn up to 20 CEUs.

**Tuition:** \$1350

**Application and Processing Fee:** \$150 (\$100 will be refunded if you are not accepted into the program.)

**To Apply:** You must submit an application to be admitted to this program. To apply, go to <http://lacnyc.org/profdev/Academy>.

### TESLA Certificate Topics

1. Introduction and Orientation to Moodle
2. Introduction to TESLA: The Theory, the Learner, the Context, & the Field
3. Methods & Materials of Communicative Language Teaching
4. Strategies-Based Instruction for Teaching Second Language Skills
5. Standards-Based Curriculum Development, Syllabus Design, & Lesson Planning
6. Standardized & Formative Assessment in TESLA
7. Preparing to Teach
8. Teacher Practicum

### **For more information**

Please contact Marilyn J. Rymniak at [marilyn@lacnyc.org](mailto:marilyn@lacnyc.org) or 212-803-3322.



# GED Prep Certificate

## Spring 2012 GED Prep Extended Saturday Program

**Start Date:** January 21, 2012

**End Date:** June 16, 2012

**Application Deadline:** November 30, 2011

GED Prep participants attend 36 hours of on-site classes. They accumulate an additional 90–120 hours of study and reflection as part of an online community of practice, which continues to serve as a peer mentoring and support group after the program ends. Each unit will emphasize the integration of technology into GED instruction. Participants will design a lesson plan for units 2–6. This program qualifies participants for a certificate of completion and up to 10 CEUs.

**Tuition:** \$625

**Application and Processing Fee:** \$25 (non-refundable)

**To Apply:** You must submit an application to be admitted to this program. To apply, go to <http://lacnyc.org/profdev/Academy>.

### UNIT 1:

#### Introduction and Orientation (6 Hours)

This workshop introduces participants to:

- program objectives and expectations
- the GED's past, present and future
- the online learning forum

### UNIT 2:

#### A Focus on Reading (5 Hours)

Learn specific test-taking strategies for the reading test as well as evidence-based teaching strategies designed to foster a lifelong love of reading.

### UNIT 3:

#### Science and Social Studies Prep (5 Hours)

Learn the essentials of contextualized lesson planning and how to take an interdisciplinary approach to lesson design for these topics. Specific test-taking strategies for each test will also be discussed.

### UNIT 4:

#### Math Mastery for the GED (5 Hours)

The math test is historically one of the most difficult GED tests for our learners. Learn strategies designed to address math and test-taking anxiety, test-taking strategies for the math test, and evidence-based teaching strategies that will promote student achievement.

### UNIT 5:

#### A Focus on Writing (5 Hours)

The essay portion of the writing test tends to be very challenging for test takers. Learn effective approaches to lesson planning that will help learners become more efficient, organized, and confident when writing essays.

### UNIT 6:

#### Transitions (5 Hours)

College and career readiness are the major focus of education reform in the 21st century and often the ultimate goal of GED students. Learn effective approaches to integrating these topics into GED preparation lesson design.

### UNIT 7:

#### Program Completion (5 Hours)

During this final workshop, participants will submit completed teacher portfolios and share selected lesson plans with colleagues.

#### *For more information*

*Please contact Marilyn J. Rymniak at [marilynr@lacnyc.org](mailto:marilynr@lacnyc.org) or 212-803-3322.*



# Freirean Popular Education Certificate

## Winter 2012 Freirean Popular Education *Intensive Evening Program*

**Start Date:** February 7, 2012

**End Date:** February 21, 2012

**Application Deadline:** November 30, 2011

Freirean Popular Education participants attend 18 hours of on-site classes. They accumulate an additional 30–50 hours of study and reflection as part of an online community of practice, which continues to serve as a peer mentoring and support group after the program ends. This program qualifies participants for a certificate of completion and up to 5 CEUs.

**Tuition:** \$325

**Application and Processing Fee:** \$25 (non-refundable)

**To Apply:** You must submit an application to be admitted to this program. To apply, go to <http://lacnyc.org/profdev/Academy>

### **MODULE 1:**

#### **Adult Education and Social Justice (6 Hours)**

This workshop provides a comprehensive introduction to key concepts and principles in popular education and critical pedagogy. It explores the linkages between adult education and social justice issues and views liberatory education in a globalized world. A problem posing approach, case studies, and theater will be used for reflection and application.

### **MODULE 2:**

#### **Adult Education and Workforce Development (6 Hours)**

In this workshop, participants will explore the issues of workforce education, welfare reform, and women at work. Using theater analysis, popular education techniques, participatory action research, POV films, and case studies, participants will gain an understanding of the practical applications of popular education in the adult classroom.

### **MODULE 3:**

#### **Adult Education and Democracy (6 Hours)**

This workshop will cover the vital link between adult education and participatory democracy. Readings and discussions will revolve around viewing adult learners as stakeholders in the classroom and society. Emphasis will be on the central theme of building collective knowledge in the adult classroom. Participants will collectively create a mural and develop action plans and follow-up projects.

#### ***For more information***

*Please contact Marilyn J. Rymniak at  
[marilynr@lacnyc.org](mailto:marilynr@lacnyc.org)  
or 212-803-3322.*

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## GED TESTING NETWORK

**Facilitator:** Nell Eckersley  
**Audience:** NYC GED test administrators, GED testing staff, GED preparation program staff

The GED Testing Network, a collaboration between the LAC and the New York State Department of Education, is open to all organizations that provide GED preparation and testing services. Joining the network is a great way to get updates and perspectives on policies that affect administration of GED programs. The network provides a space for discussing local issues and challenges and their policy implications. Participants learn from each other, sharing resources and current practices. Learn how you can pilot elements of the New York State GED reform program and participate in the GED Compass website.

**Dates:** **NTW 104-12** - Tuesday, September 27  
**NTW 105-12** - Wednesday, November 30

**Time:** 1:00 – 3:30 p.m.

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## NEW YORK CITY HEALTH LITERACY COLLABORATIVES

**Facilitator:** Winston Lawrence  
**Audience:** Adult literacy educators and health professionals

The LAC has assisted in the formation of Health Literacy Collaboratives in Brooklyn, Queens, Staten Island, and the Bronx. The primary goal is to build strong and viable community partnerships between adult literacy agencies and health care organizations. By giving literacy programs access to health professionals and health services, the collaboratives strengthen the programs' capacity to incorporate health literacy into their curriculum. Health agencies gain access to a constituency that fits their community mission. Finally, collaboratives provide community outreach through educational and research-based forums and conferences. For information on the Health Literacy Collaboratives, contact Winston Lawrence, Ed.D., at [WinstonL@lacnyc.org](mailto:WinstonL@lacnyc.org).

**Date:** **NTW 110-12** - Thursday, November 17

**Time:** 1:00–3:30 p.m.

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## NEW YORK STATE EDUCATION DEPARTMENT (NYSED) ADULT CAREER AND CONTINUING EDUCATION SERVICES (ACCES) REGIONAL ADULT EDUCATION NETWORK (RAEN) OF NYC

**Facilitator:** Nell Eckersley  
**Audience:** Staff of agencies receiving federal or state funds to provide adult literacy services below the post-secondary level

The NYSED ACCES RAEN of NYC provides comprehensive staff development resources to state-funded adult education programs, giving practitioners the skills required to meet or exceed state benchmarks for the National Reporting System (NRS) core indicators (see [www.nrsweb.org](http://www.nrsweb.org)). The activities focus on research and policy analysis, sharing evidence-based practices, and aligning adult education with higher education to ensure a smooth transition.

**Dates:** **NTW 101-12** - Wednesday, August 24  
**NTW 102-12** - Wednesday, October 26  
**NTW 103-12** - Wednesday, December 14

**Time:** 9:30 a.m.–12:30 p.m.

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## NEW YORK CITY LITERACY ZONE NETWORK

**Facilitator:** Nell Eckersley  
**Audience:** Staff of agencies receiving Literacy Zone funding from NYSED ACCES

With a total of 11 Literacy Zones now funded in New York City, the New York City Literacy Zone Network provides a space for Literacy Zone staff to meet and learn from one another as well as to receive updates from NYSED ACCES.

**Dates:** **NTW 107-12** - Wednesday, August 24  
**NTW 108-12** - Wednesday, October 26  
**NTW 109-12** - Wednesday, December 14

**Time:** 1:30 – 3:30 p.m.

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### NEW YORK COLLEGE TRANSITION NETWORK

**Facilitator:** Nell Eckersley  
**Audience:** Program managers and administrators

The New York College Transitions Network (NYCTN) was formed through a partnership of the Literacy Assistance Center and the NYSED RAEN of New York City with the National College Transition Network. The network provides a venue for New York-based adult education providers to explore issues associated with post-secondary transition for adult students. The NYCTN supports the establishment and strengthening of college transition services for adult literacy students through technical assistance, professional development, collegial sharing, and advocacy. It also provides increased visibility for this critical sector of the adult basic education system. Participants discuss policy and share best practices; take part in local, national, and online professional development events; and connect with and contribute to the national movement to ensure post-secondary transition services.

**Date:** **NTW 106-12** - Thursday, November 10

**Time:** 1:00 – 3:30 p.m.

Workshop and network meeting dates and times are subject to change. For the most up-to-date information, go to:  
[www.lacnyc.org/profdev/calendar](http://www.lacnyc.org/profdev/calendar).



*Ensuring standards of student assessment practice that support adult learning*

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### BEST PLUS TEST ADMINISTRATOR TRAINING (NYSED-FUNDED PROGRAMS)

**Facilitator:** Be Jensen or Shannon Allen  
**Audience:** Teachers, administrators, intake staff

Become a certified BEST Plus Test Administrator. Participants will practice administering the print-based or computer-based version of the test and will become familiar with the scoring rubric. Participants receive a test administrator guide and practice CD.

**Dates:** **AST 104-12** - Tuesday, August 23 OR  
**AST 105-12** - Wednesday, September 28 OR  
**AST 106-12** - Friday, December 2

**Time:** 9:30 a.m.–3:30 p.m.

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### TABE TEST ADMINISTRATOR TRAINING (NYSED-FUNDED PROGRAMS)

**Facilitator:** Be Jensen  
**Audience:** TABE test administrators and staff who use TABE test data for placement and skills assessment

Increase rigor when administering the TABE. Become familiar with the Test of Adult Basic Education (TABE), Forms 9 and 10, as an assessment tool for student placement, monitoring student progress, instructional planning, and program improvement. Learn about the various TABE materials, especially the Locator Test, the Complete Battery Form, and the Survey Form. Compare the different levels, content, and formats of the test. Participants learn how to administer the test and interpret scores using the Norms Book. They will be able to use the Diagnostic Profile to determine student learning needs, reflect on the relationship between TABE scores and instruction, and understand student functional skills at various National Reporting System (NRS) levels.

**Dates:** **AST 110-12** - Monday, September 26 OR  
**AST 111-12** - Wednesday, October 19

**Time:** 9:30 a.m.–3:30 p.m.

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### BEST PLUS TEST ADMINISTRATOR TRAINING (NON-NYSED-FUNDED PROGRAMS)

**Facilitator:** Be Jensen  
**Audience:** Teachers, administrators, intake staff, and others interested in ESOL student assessment

NEW

Learn how to administer the BEST Plus Test, developed by the Center for Applied Linguistics, and be certified as a BEST Plus Test Administrator. Participants will become familiar with the scoring rubric and the print- and computer-based versions of the test and will understand the benchmarks for scoring student responses. They will practice administering the test using either version of the tool. Participants receive a BEST Plus Test Administrator Guide and a practice CD.

**Dates:** **AST 102-12** - Tuesday, October 4 OR  
**AST 103-12** - Wednesday, November 16

**Time:** 9:30 a.m.–3:30 p.m.

**Cost:** \$125 per participant

NEW

### TABE TEST ADMINISTRATOR TRAINING (NON-NYSED-FUNDED PROGRAMS)

**Facilitator:** Be Jensen

**Audience:** TABE test administrators and others interested in using TABE for student placement

Increase rigor when administering the TABE. Become familiar with the Test of Adult Basic Education (TABE), Forms 9 and 10, as an assessment tool for student placement, monitoring student progress, instructional planning, and program improvement. Learn about the various TABE materials, especially the Locator Test, the Complete Battery Form, and the Survey Form. Compare the different levels, content, and formats of the test. Participants learn how to administer the test and interpret scores using the Norms Book. They will be able to use the Diagnostic Profile to determine student learning needs, reflect on the relationship between TABE scores and instruction, and understand student functional skills at various National Reporting System (NRS) levels.

**Date:** **AST 101-12** - Tuesday, November 22

**Time:** 9:30 a.m.–3:30 p.m.

**Cost:** \$125 per participant

### BEST PLUS TEST REFRESHER TRAINING (NYSED-FUNDED PROGRAMS)

**Facilitator:** Be Jensen

**Audience:** Previously certified BEST Plus administrators

Is your certification expiring? As required by Center for Applied Linguistics (CAL), this comprehensive review session provides a refresher course for previously trained BEST Plus Test administrators.

**Dates:** **AST 107-12** - Thursday, September 1 OR  
**AST 108-12** - Thursday, September 22 OR  
**AST 109-12** - Thursday, October 27

**Time:** 9:30 a.m.–2:30 p.m.

- How to Use the Freirean Popular Education Approach in the Classroom p. 15
- Immigrants' Right to Work: A Work-based ESOL Curriculum, p. 16
- Resource Toolkit for Solving Systemic Conflicts in the ESOL Immigrant Class, p. 16
- Using Storytelling and Drama in the ESOL Classroom, p. 16
- U.S. Civics for Immigrants: From Native Language to English Literacy, p. 16



# › Data Management

*Guiding and supporting quality program management and accountability through effective data management practices*

NEW

## DATA MANAGEMENT USING MICROSOFT ACCESS

**Facilitators:** Gregory Jacques and Kate Tornese

**Audience:** Teachers, data staff

Have you ever wanted to track data that is not included in the reports readily available in ASISTS? Have you used the download utility in ASISTS but then not been able to do anything with the resulting report? Come to this workshop and learn how to create your own queries in Microsoft Access based on data from the ASISTS download utility.

**Date:** DTM 103-12 - Tuesday, December 6

**Time:** 1:30–4:30 p.m.

## ASISTS DATA ROUNDTABLE

**Facilitator:** Kate Tornese

**Audience:** Program managers, data managers, data entry staff

The ASISTS Roundtable is an informal monthly opportunity to ask questions and share data experiences with other people working with NRS data. Participants have the opportunity to ask questions about their printed ASISTS reports and discuss how to improve NRS. **Registration is required.**

**Dates:** DTM 106-12 - Friday, September 2

DTM 107-12 - Friday, October 7

DTM 108-12 - Friday, November 4

DTM 109-12 - Friday, December 2

**Time:** 2:30–4:30 p.m.

NEW

## ASISTS REPORTS WEBINAR

**Facilitator:** Kate Tornese

**Audience:** Program managers, data managers, data entry staff

This webinar will familiarize participants with the reports available in ASISTS, focusing primarily on the NRS Data Check Reports and how to use them to troubleshoot data. Time will be available for questions. If possible, submit questions ahead of time to [KateT@lacnyc.org](mailto:KateT@lacnyc.org). Webinar login/call-in information will be emailed a few days prior to the workshop to the address used to register. Space in each webinar is limited to 20 logins/call-ins,

so participants from the same agency should share one computer if possible, thereby using only one webinar “seat.”

**Dates:** DTM 104-12 - Friday, August 19 OR

DTM 105-12 - Friday, September 9

**Time:** 10:30 a.m.–12:00 p.m.

NEW

## ASISTS SET-UP FOR FY2012

**Facilitator:** Kate Tornese

**Audience:** Program managers, data managers, data entry staff

Start the new fiscal year off on the right foot when it comes to setting up your data in ASISTS. Learn what's new in ASISTS for FY2012 and come away with fool-proof techniques for adding funding sources, setting up classes, and entering student information.

**Date:** DTM 101-12 - Thursday, August 18

**Time:** 2:00–4:00 p.m.

## DATA MANAGEMENT USING MICROSOFT EXCEL

**Facilitators:** John Lyons and Nell Eckersley

**Audience:** Program managers and data managers

Microsoft Excel can be used effectively for managing programs. An initial face-to-face session will explore concepts and uncover the utility of Excel for program data management. Participants will create their own program-specific project and receive three weeks of extended support via an online community.

**Date:** DTM 102-12 - Tuesday, November 15

**Time:** 9:30 a.m.–1:30 p.m.



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### NATIONAL REPORTING SYSTEM (NRS) FOUNDATIONS TRAINING

**Facilitator:** Rosemary Matt  
**Audience:** Teachers, data staff, and others new to NRS

This session will introduce new adult education teachers and data staff members to the National Reporting System (NRS). It will include information about the history and importance of the NRS and its impact on funding. It will address NRS data flow and teacher responsibilities, the most recent federal and state policies, the development of Education and Employment Plans, the goal-setting process, and outcome measures. This workshop will demonstrate the important link between classroom teaching and NRS data reporting.

**Date:** **DTM 111-12** - Monday, October 17

**Time:** 9:30 a.m.–4:30 p.m.

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### NATIONAL REPORTING SYSTEM (NRS) ADVANCED TRAINING

**Facilitator:** Rosemary Matt  
**Audience:** Program managers and other staff responsible for program planning

This workshop concentrates on using NRS data for program management, promotion, and change. Participants will see how their NRS data can become a catalyst for program improvement. They will receive a copy of the NYSED Adult Literacy Compliance Self-Review Form and explore in depth how ASISTS features can enable comparative analysis of program data vs. NYSED targets. Other topics include the U.S. Department of Education data use model for program improvement and how NYSED policy shapes program practice.

**Date:** **DTM 110-12** - Tuesday, October 18

**Time:** 9:30 a.m.–12:30 p.m.

*Addressing today's challenges in ESOL classrooms serving a wide range of immigrant learners*

For intensive ESOL professional development, check out our certificate program in Teaching English as a Second Language to Adults, page 8.

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### HOW TO USE THE FREIREAN POPULAR EDUCATION APPROACH IN THE CLASSROOM

NEW

**Facilitator:** Winston Lawrence  
**Audience:** Teachers, program managers

This workshop is designed for teachers who need to deepen their understanding of the contexts of adult learning and to improve their practice. It introduces new adult literacy teachers to the philosophy and practice of popular education developed by Brazilian educator Paulo Freire. Participants will learn about key concepts of his approach and their application to classroom practice. During the workshop, participants will have the opportunity to practice several strategies and to plan the integration of these strategies into their curriculum and instruction.

**Date:** **ESL 108-12** - Friday, November 4

**Time:** 1:30-4:30 p.m.

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### GETTING ESOL STUDENTS INTO THE GAME: INTERACTIVE CLASSROOM TASKS

NEW

**Facilitator:** Cara Tuzzolino-Werben  
**Audience:** ESOL teachers, ESOL vocational instructors, supervisors, program managers

Communicative language teaching promotes student-to-student interaction as a means of fostering second language acquisition. This workshop will examine the theories behind and the benefits of using communicative language techniques in the ESOL classroom. After participating in games and other activities, attendees will leave with new approaches to enhance classroom instruction.

**Date:** **ESL 104-12** - Tuesday, October 18

**Time:** 9:30 a.m.–12:30 p.m.

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### IMMIGRANTS' RIGHT TO WORK: A WORK-BASED ESOL CURRICULUM

**Facilitators:** Katie Bracken,  
Juan Fernandez, and  
Thomas J. Shea

**Audience:** Job readiness instructors,  
literacy teachers, vocational  
trainers, and others working  
to build occupational skills

Learn about a new content-based civic literacy ESOL curriculum designed to help immigrants understand employment discrimination and the resources available to help them. *The Right to Work: Understanding Immigrant Employment Rights* complements job readiness and language proficiency goals. Participants will receive copies of the curriculum's student workbook and teacher manual, including a DVD of illustrative scenarios that can be used in teaching.

**Date:** **ESL 103-12** - Tuesday, September 20

**Time:** 1:30–4:30 p.m.

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### RESOURCE TOOLKIT FOR SOLVING SYSTEMIC CONFLICTS IN THE ESOL IMMIGRANT CLASS

**Facilitators:** Paul Feltman and  
Katherine Gebremehdin

**Audience:** ESOL teachers

How often in community adult school ESOL classes does a teacher face the dilemma of what to do when adult learners with limited literacy skills in their native languages are seated next to learners with degrees in engineering, business, or medicine? How often are immigrants with advanced educations misdirected into adult basic education or GED preparation classes once they have placed out of ESOL? The structure of program funding, the wording of regulations, and sometimes a lack of relevant information on the part of counselors and teachers can result in the loss of valuable time in an immigrant's progress toward education and workplace integration. This session will address these challenges and introduce a resource toolkit developed to resolve them.

**Date:** **ESL 105-12** - Wednesday, November 9

**Time:** 1:00–4:00 p.m.

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### TEACHING VERY BASIC LITERACY TO BEGINNING ESOL LEARNERS

**Facilitator:** Susan Dalmas

**Audience:** Teachers working with  
beginning-level learners

In this workshop, teachers will learn successful techniques, strategies, and activities for teaching very basic literacy to ESOL learners with zero or very limited literacy in both English and their first language. The presenter will share insights from the Basic Literacy for ESOL class model developed by the Queens Borough Public Library. Participants will discuss student screening, exit criteria, and the development of curricula and materials.

**Date:** **ESL 102-12** - Tuesday, September 13

**Time:** 9:30 a.m.–3:30 p.m.

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### USING STORYTELLING AND DRAMA IN THE ESOL CLASSROOM

**Facilitator:** Regina Ress

**Audience:** ESOL teachers

Drama and storytelling are enjoyable and educationally sound teaching tools. This highly participatory workshop includes a variety of activities that support a creative, communicative ESOL classroom. Storytelling and drama enhance the practice of the four skills—listening, speaking, reading, and writing. They teach vocabulary, functions, and grammar while encouraging cross-cultural awareness and personal expression. Engaging the whole learner and multiple intelligences, drama and storytelling make teaching and learning fun!

**Date:** **ESL 101-12** - Friday September 23

**Time:** 1:00–4:00 p.m.

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### U.S. CIVICS FOR IMMIGRANTS: FROM NATIVE LANGUAGE TO ENGLISH LITERACY (2 PARTS)

**Facilitators:** Be Jensen

**Audience:** Teachers working with  
beginning-level learners

This two-part workshop will prepare participants to teach the *U.S. Civics for Immigrants* curriculum. Participants will learn about English learners with little or no literacy in their native language and how this student population learns best. The workshop will also cover basic strategies for teaching ESOL. Participants will receive the curriculum's lesson structure, contents, and materials.

**Dates:** **ESL 106-12** - Monday & Tuesday,  
August 29 & 30  
OR

**ESL 104-12** - Wednesday & Thursday,  
November 2 & 3

**Time:** 9:30 a.m.–4:00 p.m.

NEW

*Sharing the latest in GED testing policy, instructional preparation resources, and networking opportunities*

For intensive GED professional development, see page 9 to learn about our GED Prep Certificate program.

## GED TESTING NETWORK

**Facilitator:** Nell Eckersley

**Audience:** NYC GED test administrators, testing staff, and preparation program staff

The GED Testing Network, a collaboration between the LAC and the New York State Department of Education, is open to all organizations that provide GED preparation and testing services. Joining the network is a great way to get updates and perspectives on policies that affect administration of GED programs. The network provides a space to discuss local issues and challenges and their policy implications. Participants learn from each other, sharing resources and current practices. Learn how you can pilot elements of the New York State GED reform program and participate in the GED Compass website.

**Dates:** **NTW 104-12** - Tuesday, September 27

**NTW 105-12** - Wednesday, November 30

**Time:** 1:00–3:30 p.m.

## HOW TO USE THE FREIREAN POPULAR EDUCATION APPROACH IN THE CLASSROOM

**Facilitator:** Winston Lawrence

**Audience:** Teachers, program managers

See description on page 15.

**Date:** **ESL 108-12** - Friday, November 4

**Time:** 1:30–4:30 p.m.

## WHAT ARE THE COMMON CORE STATE STANDARDS AND WHY DO I NEED TO KNOW ABOUT THEM?

**Facilitator:** Marilyn Rymniak

**Audience:** Program directors, managers, and teachers interested in implementing this reading approach

To date, over 42 states and U.S. territories have formally adopted the newly created Common Core State Standards for K–12. These states are in the process of re-aligning their instruction, curricula, and assessments to meet the criteria of these standards. In 2014, a new computer-based GED test based on the standards will be introduced. This workshop is the first of many the LAC will present to familiarize you with the standards so you may begin to align your instructional practices and curricula to meet the needs of GED students.

**Date:** **GED 101-12** - Thursday, December 15

**Time:** 9:30 a.m.–3:30 p.m.

## GED SOCIAL STUDIES AND SCIENCE

**Facilitator:** Shannon Allen

**Audience:** GED teachers

Learn the essentials of contextualized lesson planning and how to take an interdisciplinary approach to lesson design for the social studies and science portions of the GED test. Test-taking strategies specific to these content areas will also be discussed.

**Date:** **GED 102-12** - Friday, October 14

**Time:** 9:30 a.m.–3:30 p.m.



NEW

NEW

# ➤ Health Literacy

*Integrating professional wisdom and research to address everyday health concerns in literacy classrooms*

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## DOCUMENTING HEALTH LITERACY ACTIVITIES AND OUTCOMES

**Facilitator:** Winston Lawrence  
**Audience:** Teachers engaged in health literacy instruction

Adult literacy programs need to be able to show what their students are doing so that the outside community and funders can appreciate the richness of their work. Teachers engaged in health literacy instruction develop many dynamic activities to help students learn about their health and navigate the health care system. In this workshop, participants will learn to identify ways to document such activities. This documentation can be used to seek funding and support from community decision makers.

**Date:** HLT 102-12 - Thursday, October 20

**Time:** 9:30–11:30 a.m.

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## HEALTH LITERACY AND PLAIN LANGUAGE

**Facilitator:** Winston Lawrence  
**Audience:** Teachers and others who want to integrate health literacy into their programs

This workshop explores strategies for improving written and oral communication. After providing an introduction to health literacy, the facilitator will discuss barriers to communication that people with limited literacy skills frequently encounter. Such barriers can be reduced or eliminated through the use of visual materials that clarify, words that are commonly understood, and a presentation that highlights important information and explains what should be done with it. The workshop will include activities that give participants an opportunity to refine their communication skills and adapt what they are learning to the needs of the communities they serve.

**Date:** HLT 101-12 - Wednesday, September 7

**Time:** 9:00 a.m.–4:00 p.m.

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## HEALTH LITERACY TEACHER SHARE

**Facilitator:** Winston Lawrence  
**Audience:** Teachers involved in teaching health topics

Teachers who have participated in the Health Literacy Study Circles will share their experiences facilitating health literacy instruction. Participants will discuss activities in which their students have engaged and share their pedagogical and organizational challenges. They will also discuss their best strategies and receive feedback from peers.

**Date:** HLT 103-12 - Friday, October 28

**Time:** 2:00–4:30 p.m.

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## NEW YORK CITY HEALTH LITERACY COLLABORATIVES

**Facilitator:** Winston Lawrence  
**Audience:** Adult literacy educators and health professionals

The LAC has assisted in the formation of Health Literacy Collaboratives in Brooklyn, Queens, Staten Island, and the Bronx. The primary goal of the Health Literacy Collaboratives is to build strong and viable community partnerships between adult literacy agencies and health care organizations. By giving literacy programs access to health professionals and health services, the collaboratives strengthen the capacity of literacy programs to incorporate health literacy into their curriculum. Health agencies gain access to a constituency that fits their community mission. Finally, collaboratives provide community outreach through educational and research-based forums and conferences.

**Date:** NTW 110-12 - Thursday, November 17

**Time:** 1:00–3:30 p.m.



## › Numeracy

*Building math skills for full citizenship and workplace success*

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### SUCCESS IN THE MATHEMATICS CLASSROOM

**Facilitator:** Elizabeth De Ryke  
**Audience:** ABE and GED instructors

This workshop focuses on methods of teaching mathematics to people who have not seen success in traditional classrooms. Participants will explore evidence-based methods usually used in K–12 settings and discover how to apply these methods to adult students. They will come away with lessons they can use immediately. Also included will be a breakdown of the math portion of the GED so participants can focus on prominent themes.

**Date:** **NUM 102-12** - Tuesday, October 25

**Time:** 9:30 a.m.–12:30 p.m.

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### USING POWERPOINT FOR MATH STORY PROBLEMS

**Facilitator:** Angelo Ditta  
**Audience:** ABE and GED instructors

Instructors can use PowerPoint to create and display math story problems based on content related to student interests. Students can also create their own story problems and learn the basics of PowerPoint use at the same time. In addition to introducing this process, the workshop will cover PowerPoint basics.

**Date:** **NUM 101-12** - Thursday, September 15

**Time:** 2:30–5:30 p.m.

## › Reading and Writing

*Fostering the fundamental skills that enable lifelong learning*

NEW

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### STRATEGIES FOR ABE WRITING

**Facilitator:** Jane Adamo  
**Audience:** ABE instructors

This three-hour workshop will explore effective approaches to developing writing skills in adult basic education students at all levels. The class addresses common obstacles including anxiety and introduces strategies geared toward progress and improvement. Lessons, activities, and assignments help participants learn to create and customize methods that suit their own practice and student population.

**Date:** **RAW 102-12** - Thursday, December 1

**Time:** 9:30 a.m.–2:30 p.m.

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### TEACHING LOW-LEVEL LITERACY STUDENTS

**Facilitator:** Ken English  
**Audience:** ABE instructors who either work with the lowest-level students or seek to explore how literacy is nurtured from the pre-literate level up to a 2.0 grade equivalent

Explore the development of a balanced literacy approach for the lowest-level students (NRS level 1) who are assessed at the TABE L: Literacy level. Participants will deconstruct the TABE test to determine its scope and sequence. They will learn to interlace alphabets, fluency, vocabulary development, and comprehension with content interesting to adults. A detailed examination of alphabets instruction will include overviews of English phonology, technology-assisted instruction, fluency materials, sequential phonics, and process writing strategies.

**Date:** **RAW 101-12** - Friday, September 9

**Time:** 9:30 a.m.–3:30 p.m.

# Technology

*Integrating the use of technology to enhance adult education programs, reach new learners, and create alternative delivery systems*

NEW

## PROMETHEAN “ACTIVE CLASSROOM” METHODOLOGY

**Facilitator:** Promethean Trainer TBA

**Audience:** Teachers and program managers

Join us for a demonstration of how you can create a dynamic learning environment using active classroom methodology featuring advanced teaching and assessment techniques and technologies. You'll learn to transform your classroom from a teacher-centric to a student-centric environment using interactive whiteboards. Participants will be introduced to technologies that take interactive teaching beyond the boundaries of the classroom to create a program-wide distance learning environment.

**Dates:** **TEC 105-12** - Tuesday, August 16 OR  
**TEC 106-12** - Monday, September 26 OR  
**TEC 107-12** - Tuesday, October 25

**Time:** 3:00–5:00 p.m.

NEW

## M-LEARNING: USING CELL PHONES FOR INSTRUCTION

**Facilitator:** Nell Eckersley

**Audience:** Teachers and program managers

This workshop will explore ways of using simple cell phones for instruction in ABE or ESOL classrooms. Learn how texting, pictures, and calling can make your class more student-centered and increase retention. Please be sure to bring your own cell phone to this exciting interactive workshop.

**Date:** **TEC 101-12** - Friday, October 7

**Time:** 10:00 a.m.–1:00 p.m.

NEW

## USING FACEBOOK AND TWITTER IN ADULT EDUCATION

**Facilitator:** Nell Eckersley

**Audience:** Teachers and program managers

Learn how to use Facebook and Twitter to teach basic skills, promote your program, increase student retention, and raise public awareness of adult literacy. Join us to learn effective uses of these tools for your own practice as well as for use with students. No previous Facebook or Twitter experience is necessary, but it will be helpful if you create a Facebook account before the workshop.

**Date:** **TEC 103-12** - Friday, December 9

**Time:** 9:30 a.m.–12:30 p.m.

NEW

## USING WIKIS AND BLOGS IN ADULT EDUCATION

**Facilitators:** Nell Eckersley and Hillary Gardner

**Audience:** Teachers

Wikis and blogs are two free ways to store information online and make it accessible to others. Learn how to use these platforms as e-portfolios for student work or as centralized reference materials for you, your staff, your learners, or any other groups you work with.

**Date:** **TEC 102-12** - Friday, November 18

**Time:** 9:30 a.m.–12:30 p.m.

## WIGGIO FOR COLLABORATIVE LEARNING

**Facilitator:** Nell Eckersley

**Audience:** Teachers and program managers

Wiggio is a free online tool for creating private learning communities. Wiggio offers a shared calendar, a folder to store documents, chatrooms and conference calls, polling, a to-do list, and a forum space. In this workshop, we will look at each of the tools and explore how Wiggio can be used to support collaborative learning.

**Date:** **TEC 104-12** - Wednesday, September 21

**Time:** 5:00–7:00 p.m.

# › Post-Secondary Transition

*Supporting learners as they prepare to move from adult literacy classes to college*

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## HOW TO USE THE FREIREAN POPULAR EDUCATION APPROACH IN THE CLASSROOM

**Facilitator:** Winston Lawrence

**Audience:** Teachers, program managers

*See description on page 15.*

**Date:** **ESL 108-12** - Friday, November 4

**Time:** 1:30–4:30 p.m.

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## NEW YORK COLLEGE TRANSITION NETWORK

**Facilitator:** Nell Eckersley

**Audience:** Program managers and administrators

The New York College Transitions Network (NYCTN) was formed through a partnership of the Literacy Assistance Center and the NYSED RAEN of New York City with the National College Transition Network. The network provides a venue for New York-based adult education providers to explore issues associated with post-secondary transition for adult students. The NYCTN supports the establishment and strengthening of college transition services for adult literacy students through technical assistance, professional development, collegial sharing, and advocacy. It also provides increased visibility for this critical sector of the adult basic education system. Participants discuss policy and share best practices; take part in local, national, and online professional development events; and connect with and contribute to the national movement to ensure post-secondary transition services.

**Date:** **NTW 106-12** - Thursday, November 10

**Time:** 1:00–3:30 p.m.

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## TRANSITIONING TO POST-SECONDARY EDUCATION AND THE WORKPLACE

**Facilitators:** Bonnie Goonen and Susan Pittman-Shetler

**Audience:** Program managers, teachers, counselors

Today, more than ever, adult learners want and need help in transitioning from the GED classroom to post-secondary education, to further training and on to the workplace. According to the Bureau of Labor statistics, 70% of the fastest-growing jobs require education beyond high school, and over 40% of all new jobs require at least an associate's degree. Nationally recognized trainers Bonnie Goonen and Susan Pittman-Shetler will bring you up to date with the latest news and information on the changing GED Exam, as well as the National Work Readiness Credential (NWRC).

**Date:** **TP2 101-12** - Thursday, August 25

**Time:** 9:30 a.m. – 4:30 p.m.



# Workforce Readiness

*Exploring contemporary priorities, challenges, and emerging practices in workforce development, vocational training, and the integration of literacy and training*

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## HOW TO USE THE FREIREAN POPULAR EDUCATION APPROACH IN THE CLASSROOM

**Facilitator:** Winston Lawrence  
**Audience:** Teachers, program managers

See description on page 15.

**Date:** **ESL 108-12** - Friday, November 4

**Time:** 1:30–4:30 p.m.

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## IMMIGRANTS' RIGHT TO WORK: A WORK-BASED ESOL CURRICULUM

**Facilitators:** Katie Bracken,  
Juan Fernandez, and  
Thomas J. Shea  
**Audience:** Job readiness instructors,  
literacy teachers, vocational  
trainers, and others working  
to build occupational skills

Learn about a new content-based civic literacy ESOL curriculum designed to help new immigrants understand employment discrimination and the resources available to help them. *The Right to Work: Understanding Immigrant Employment Rights* complements job readiness and language proficiency goals. Participants will receive copies of the curriculum's student workbook and teacher manual, including a DVD of illustrative scenarios that can be used in teaching.

**Date:** **ESL 103-12** - Tuesday, September 20

**Time:** 1:30 – 4:30 p.m.

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## TRANSITIONING TO POST SECONDARY EDUCATION AND THE WORKPLACE

**Facilitators:** Bonnie Goonen and  
Susan Pittman-Shetler  
**Audience:** Program managers, teachers,  
and counselors

See description on page 21.

**Date:** **TP2 101-12** - Thursday, August 25

**Time:** 9:30 a.m. – 4:30 p.m.

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## WHAT IS THE "JOB READY ADULT"?

**Facilitator:** Gregory Mitchell  
**Audience:** Program managers,  
counselors, and case  
managers

This session explores ways to incorporate authentic job training and workplace texts, as well as reading, writing, and speaking skills, with the instructional strategies of cooperative learning, project-based learning, and theme-based curriculum. Each instructional strategy is presented, along with how to use relevant, authentic materials while building literacy and job readiness. Participants develop context-based lesson plans using authentic materials in a cooperative learning, project-based learning, or theme-based lesson.

**Date:** **WRK 101-12** - Wednesday, December 13

**Time:** 9:30am–3:30 p.m.

# Professional Development Calendar

## August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16 Promethean "Active Classroom" Methodology 3:00–5:00 p.m. (see pg. 20)	17	18 ASISTS Set-up for FY2012 2:00–4:00 p.m. (see pg. 14)	19 ASISTS Reports Webinar 10:30 a.m.–12:00 p.m. (see pg. 14)	20
21	22	23 BEST Plus Test Administrator Training (NYSED-Funded) 9:30 a.m.–3:30 p.m. (see pg. 12)	24 RAEN Network 9:30 a.m.–12:30 p.m. (see pg. 11) New York City Literacy Zone Network 1:30 – 3:30 p.m. (see pg. 11)	25 Transitioning to Post- Secondary Education and the Workplace 9:30 a.m. – 4:30 p.m. (see pg. 21)	26 ALECC Fall 2011 Application Deadline	27
28	29 U.S. Civics for Immigrants: From Native Language to English Literacy, part 1 9:30 a.m.–4:00 p.m. (see pg. 16)	30 U.S. Civics for Immigrants: From Native Language to English Literacy, part 2 9:30 a.m.–4:00 p.m. (see pg. 16)	31 TESLA 2011–2012 Application Deadline			

# Professional Development Calendar *(continued)*

## September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				<b>1</b> BEST Plus Test Refresher Training (NYSED-Funded) 9:30 a.m.–2:30 p.m. (see pg. 13)	<b>2</b> ASISTS Data Roundtable 2:30–4:30 p.m. (see pg. 14)	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b> Health Literacy and Plain Language 9:00 a.m.–4:00 p.m. (see pg. 18)	<b>8</b>	<b>9</b> Teaching Low-Level Literacy Students 9:30 a.m.–3:30 p.m. (see pg. 19) ..... ASISTS Reports Webinar 10:30 a.m.–12:00 p.m. (see pg. 14)	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b> Teaching Very Basic Literacy to Beginning ESOL Learners 9:30 a.m.–3:30 p.m. (see pg. 16)	<b>14</b>	<b>15</b> Using PowerPoint for Math Story Problems 2:30–5:30 p.m. (see pg. 19)	<b>16</b> ALECC Fall 2011 Begins	<b>17</b>
<b>18</b>	<b>19</b>	<b>20</b> Immigrants' Right to Work: A Work-Based ESOL Curriculum 1:30–4:30 p.m. (see pg. 16)	<b>21</b> Wiggio for Collaborative Learning 5:00–7:00 p.m. (see pg. 20)	<b>22</b> BEST Plus Test Refresher Training (NYSED-Funded) 9:30 a.m.–2:30 p.m. (see pg. 13)	<b>23</b> Using Storytelling and Drama in the ESOL Classroom 1:00–4:00 p.m. (see pg. 16)	<b>24</b>
<b>25</b>	<b>26</b> TABE Test Administrator Training (NYSED-Funded) 9:30 a.m.–3:30 p.m. (see pg. 12) ..... Promethean "Active Classroom" Methodology 3:00–5:00 p.m. (see pg. 20)	<b>27</b> GED Testing Network 1:00–3:30 p.m. (see pg. 11)	<b>28</b> BEST Plus Test Administrator Training (NYSED-Funded) 9:30 a.m.–3:30 p.m. (see pg. 12)	<b>29</b>	<b>30</b>	

# October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						<b>1</b> TESLA 2011–2012 Begins
<b>2</b>	<b>3</b>	<b>4</b> BEST Plus Test Administrator Training (Non- NYSED-Funded) 9:30 a.m.–3:30 p.m. (See pg. 12)	<b>5</b>	<b>6</b>	<b>7</b> ASISTS Data Roundtable 2:30–4:30 p.m. (See pg. 14) ..... M-Learning: Using Cell Phones for Instruction 10:00 a.m.–1:00 p.m. (See pg. 20)	<b>8</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b> GED Social Studies and Science 9:30 a.m.–3:30 p.m. (See pg. 17)	<b>15</b>
<b>16</b>	<b>17</b> NRS Foundations Training 9:30 a.m.–4:30 p.m. (See pg. 15)	<b>18</b> NRS Advanced Training 9:30 a.m.–12:30 p.m. (See pg. 15) ..... Getting ESOL Students into the Game: Interactive Classroom Tasks 9:30 a.m.–12:30 p.m. (see pg. 15)	<b>19</b> TABE Test Administrator Training (NYSED- Funded) 9:30 a.m.–3:30 p.m. (See pg. 12)	<b>20</b> Documenting Health Literacy Activities and Outcomes 9:30–11:30 a.m. (See pg. 18)	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b> Success in the Mathematics Classroom 9:30 a.m.–12:30 p.m. (See pg. 19) ..... Promethean “Active Classroom” Methodology 3:00–5:00 p.m. (See pg. 20)	<b>26</b> RAEN Network 9:30 a.m.–12:30 p.m. (See pg. 11) ..... New York City Literacy Zone Network 1:30 – 3:30 p.m. (See pg. 11)	<b>27</b> BEST Plus Test Refresher Training (NYSED-Funded) 9:30 a.m.–2:30 p.m. (See pg. 13)	<b>28</b> Health Literacy Teacher Share 2:00–4:30 p.m. (See pg. 18)	<b>29</b>
<b>30</b>	<b>31</b>					

# Professional Development Calendar *(continued)*

## November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		<b>1</b>	<b>2</b> U.S. Civics for Immigrants: From Native Language to English Literacy, part 1 9:30 a.m.–4:00 p.m. (See pg. 16)	<b>3</b> U.S. Civics for Immigrants: From Native Language to English Literacy, part 2 9:30 a.m.–4:00 p.m. (See pg. 16)	<b>4</b> How to Use the Freirean Popular Education Approach in the Classroom 1:30–4:30 p.m. (See pg. 15) ..... ASISTS Data Roundtable 2:30–4:30 p.m. (See pg. 14)	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b> Resource Toolkit for Solving Systemic Conflicts in the ESOL Immigrant Classroom 1:00–4:00 p.m. (See pg. 16)	<b>10</b> NY College Transition Network 1:00 – 3:30 p.m. (See pg. 12)	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b> Data Management Using Microsoft Excel 9:30 a.m.–1:30 p.m. (See pg. 14)	<b>16</b> BEST Plus Test Administrator Training (Non-NYSED-Funded) 9:30 a.m.–3:30 p.m.) (See pg. 12)	<b>17</b> New York City Health Literacy Collaboratives 1:00–3:30 p.m. (See pg. 11)	<b>18</b> Using Wikis and Blogs in Adult Education 9:30 a.m.–12:30 p.m. (See pg. 20)	<b>19</b>
<b>20</b>	<b>21</b>	<b>22</b> TABE Test Administrator Training (Non-NYSED-Funded) 9:30 a.m.–3:30 p.m. (See pg. 13)	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b> GED Testing Network 1:00 – 3:30 p.m. (See pg. 11) ..... GED Prep Certificate Spring 2012 Application Deadline ..... Freirean Popular Education Winter 2012 Application Deadline			

# December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				<b>1</b> Strategies for ABE Writing 9:30 a.m.–2:30 p.m. (See pg. 19)	<b>2</b> BEST Plus Test Administrator Training (NYSED Funded) 9:30 a.m.–3:30 p.m. (See pg. 12) ASISTS Data Roundtable 2:30–4:30 p.m. (See pg. 14)	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b> Data Management Using Microsoft Access 1:30–4:30 p.m. (See pg. 14)	<b>7</b>	<b>8</b>	<b>9</b> Using Twitter and Facebook in Adult Education 9:30 a.m.–12:30 p.m. (See pg. 20) ALECC Winter/Spring 2012 Application Deadline	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b> What Is the “Job-Ready Adult”? 9:30am–3:30 p.m. (See pg. 22)	<b>14</b> RAEN Network 9:30 a.m.–12:30 p.m. (See pg. 11) New York City Literacy Zone Network 1:30 – 3:30 p.m. (See pg. 11)	<b>15</b> What Are the Common Core State Standards and Why Do I Need to Know about Them? 9:30 a.m.– 3:30 p.m. (See pg. 17)	<b>16</b>	<b>17</b>
<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>

## ➤ Professional Development Calendar *(continued)* 2012 Dates to Remember

- **GED PREP CERTIFICATE SPRING 2012** begins Saturday, January 21, 2012
- **ALECC WINTER/SPRING 2012** begins Friday, January 6, 2012
- **FREIREAN POPULAR EDUCATION WINTER 2012** begins Tuesday, February 7, 2012
- **FREIREAN POPULAR EDUCATION WINTER 2012** ends Tuesday, February 21, 2012
- **ALECC FALL 2011** ends Saturday, March 24, 2012
- **ALECC WINTER/SPRING 2012** ends Saturday, June 9, 2012
- **GED PREP CERTIFICATE SPRING 2012** ends Saturday, June 16, 2012
- **TESLA 2011–2012** ends Saturday, August 4, 2012

## INTERNATIONAL LITERACY DAY 2011 Thursday, September 8







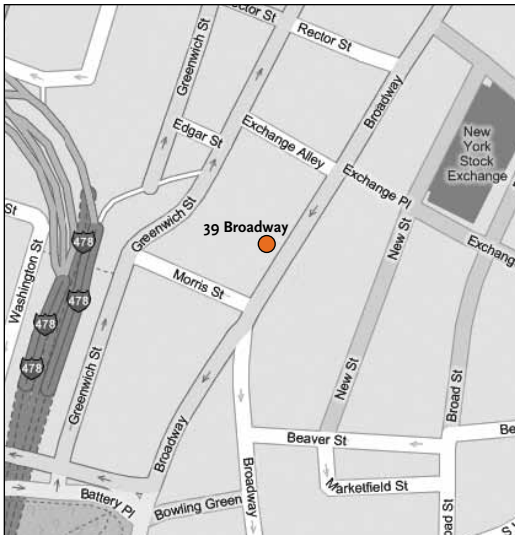
# Registration Policies

1. Registration is required for all LAC courses. LAC reserves the right to refuse admission to non-registered walk-ins and may not be able to provide workshop materials to non-registered individuals.
2. LAC reserves the right to cancel any event that does not have a minimum of 8 registrants by the required registration date (3 days before the event). You will be notified if the event you have registered for is cancelled.
3. If you are wait-listed, you will be advised if a space becomes available at least one day before the workshop date. Do not show up for a workshop if you have been put on the wait list.
4. All sessions begin at the stated time in the schedule. Plan on participating in the full workshop event, as late comers and early leavers are disruptive to the work and atmosphere in the room.

## Register

- Online Go to [www.lacnyc.org](http://www.lacnyc.org), click on Professional Services, and then click on Calendar
- By email Send us an email at [rsvp@lacnyc.org](mailto:rsvp@lacnyc.org)
- In person Come to the LAC at 39 Broadway, Suite 1250, to visit the Registration Office

*Registrations are accepted in the order that they are received.*



## After you register

1. You will receive an immediate confirmation email through N.Y. Charities, the registration system the LAC uses to process your registration.
2. On the day of your workshop, report on time to the Registration Office in Suite 1250 for directions to the training room. See policies at left.
3. If you do not receive confirmation of your registration within a couple of days, please call us at 212.803.3362.
4. Be sure to bring your confirmation slip with you when you come to the LAC.
5. If you must cancel after registering, please let us know at least five business days before the workshop is scheduled so someone else can claim your space.

## Information

Workshop dates and times are subject to change. For the most current information, go to [www.lacnyc.org/profdev/calendar](http://www.lacnyc.org/profdev/calendar) or call 212-803-3362.

## Travel directions

The Literacy Assistance Center is located at 39 Broadway, Suite 1250, NY, NY 10006.

## By subway

1. 4, 5 to Bowling Green Station Exit at Bowling Green and Broadway. Walk north on Broadway for two blocks. 39 Broadway will be on your left.
2. 1, 9, or W to Rector Street Station Exit at Rector Street. Walk east on Rector Street for 1 block and make a left onto Broadway. Continue to 39 Broadway.
3. J, M, or Z to Broad Street Station. Take Stock Exchange exit. Walk south on Broad Street one block to Exchange Place and make a right onto Exchange Place. Walk to Broadway and make a left. Continue to 39 Broadway.

## By bus

Take the M1 or M6 bus to Broadway and Morris Street or take the M15 bus to South Ferry.

## Facilitators

### Literacy Assistance Center Professional Development Staff

**Shannon Allen** is a professional developer for the LAC, where she facilitates workshops and develops curriculum. She is one of 24 certified ALECC trainers for the New York State Department of Education and a certified BEST Plus training administrator. Shannon began her career in adult education as a pre-GED and GED instructor with the Center for Literacy in Philadelphia and then with HANAC-Begin in New York. In addition to her teaching experience in adult education, she also developed health literacy curriculum for the Mayor's Office of Adult Education. Shannon is currently working on her doctorate in the CUNY Graduate Center's Urban Education program; she also works as a teacher educator for various schools of education.

**Nell Eckersley**, director of the NYSED RAEN of NYC and moderator of the Literacy Information and Communication System (LINCS) technology and distance learning discussion list, came to the LAC in 2005 after working several years as an ESOL teacher and program director in southern Brooklyn. Through her experience working with students, program staff, and the technology discussion list, her major focus has become technology in adult education and professional development, with web 2.0 tools being her highest priority.

**Gregory Jacques**, database coordinator at the Literacy Assistance Center, has been one of the lead architects of ALIES and now ASISTS. With his background as a trainer at the Fund for the City of New York and his extensive knowledge of computer programming and NRS, he is excited to be able to support ASISTS users as they learn new ways to manage and review their data.

**Maria Begonia Jensen** (fondly known as "Be") is a senior professional development associate and project leader for Community

and Family Programs at the LAC. She manages professional development and technical assistance for family literacy providers in all five boroughs. Be is one of 24 certified ALECC trainers for the New York State Department of Education. She also holds a certificate in Foundations of Family Literacy and is an NYU-certified executive and organizational coach.

**Winston Lawrence, Ed.D.**, is a senior professional development associate at the LAC and coordinator of the LAC Health Literacy Initiative. He has taught with the Department of Education, CUNY, and community-based organizations in New York City. Previously, he served as a lecturer in Sociology and Adult Education at the University of Guyana and worked as a community education organizer in that country. While in Guyana, he was sponsored by the Pan-American Health Organization, the Latin American regional arm of the World Health Organization.

**Marilyn J. Rymniak** was project leader for ALECC, the NYSED initiative to create a statewide professional development system. She has over 30 years of experience as an ESOL specialist and adult educator, including stints in corporate, workplace, and domestic and international campus-based English language training programs. She was the executive director of the TOEFL program at Educational Testing Service in Princeton and the principal architect and developer of the Kaplan Access America language training program. Before coming to the LAC, she served as executive director of a WIA Title II-funded adult education and integrated English literacy and civics education program at the International Institute of New Jersey. She is the author of four English training textbooks.

**Kate Tornese** has been an ASISTS trainer since 2002. She has been involved with the ASISTS team's efforts to design system modifications and trainings specific to volunteer-based literacy programs. Kate is currently the customer service and training coordinator for the ASISTS team.

## Guest Facilitators

**Jane Adamo** served as a GED instructional coach at the LAC for the NYC Department of Education's Multiple Pathways to Graduation program. She has taught GED preparation for the Queens Library family literacy program and Local 1199 Healthcare Workers Education Center; she currently teaches in the Manpower BEGIN Work/Study program. Jane won the 2006 Literacy Partners Educator of the Year Award.

**Kathleen (Katie) Bracken** directs the Queens Community Service Center for the Commission on Human Rights. During the past 30 years she has organized and conducted trainings on human rights law, fair housing, resolving conflict, peer mediation, diversity, sexual harassment, and immigrant employment rights for students, teachers, employers, employees, community residents, and leaders.

**Susan Dalmas** is manager of the Queens Library adult learner program, where she has created numerous programs to serve its diverse population of learners. In 2007, she received a Literacy Recognition Award from the Literacy Assistance Center.

**Elizabeth De Ryke** teaches in the Bronx for Highbridge Community Life Center. She has a degree in math and strives to make math accessible to students. She contributed to the H1N1 lesson plans available on the LAC website. Her lesson is called "Understanding and Analyzing H1N1 Virus (Swine Flu) Data."

**Angelo Ditta** has been teaching GED and ABE math, reading, and language arts at SCO Services at New Horizons Adult Education Center in Bedford Stuyvesant for the past two years. Before that he directed an ESOL and literacy program for Phipps CDC in the West Farms area of the Bronx, where he was responsible for directing programs and staff for ESOL, pre-GED, BENL, and computer classes. In addition to his work in adult education, he has been teaching on the college level in a program affiliated with Touro College. In his workshop on using PowerPoint for math word problems, Angelo brings together his love for technology, math, and reading.

**Ken English** has been director of the New York Public Library's literacy programs since 1997. Ken received his master's degree in TESOL from Hunter College, CUNY. Prior to his current position, he was responsible for developing an ESOL technology program at the NYPL Aguilar Branch in East Harlem. Ken has worked in the field of adult education since 1984. He also has served as a leadership coach for the LAC's Leadership Development Certificate program.

**Paul Feltman** is director of Community Engagement for World Education Services (WES), a nonprofit organization that helps immigrants gain recognition of academic qualifications earned abroad. Before joining WES, he directed and promoted programs for a number of international education and exchange organizations, including the Council on International Educational Exchange, YMCA International Program Services, and World Learning.

**Juan Fernandez** is the deputy director of the Commission on Human Rights Staten Island Service Center. In the past 20 years he has conducted trainings for employers, employees, teachers, students, and community residents on human rights law, immi-

## ➤ Facilitators *(continued)*

grant employment rights, diversity, and fair housing. Previously, he served as project director of the Commission's Immigrant Rights Project and deputy director of research, where he conducted research on hate crimes, immigrant rights, employment discrimination, and mortgage discrimination.

**Bonnie Goonen** is a well-known educational consultant, speaker, author, researcher, and developer of educational materials. During her tenure in the Osceola County Public Schools in Florida, Bonnie moved to administration but never left the classroom far behind. Since establishing her own consulting firm, Bonnie has developed and delivered high-quality and highly interactive trainings in over 24 states for teachers and administrators in adult, alternative, correctional, and vocational education programs, as well as the national train-the-trainer events for the 2002 Series GED Tests and the national 2006 GED mathematics training. In addition to training, Bonnie designs and develops instructional materials and has authored numerous texts. **Support for this presenter was generously contributed by Steck-Vaughn.**

**Hillary Gardner** is professional development coordinator for CUNY, where she creates ESOL professional development opportunities for CUNY's 14 literacy campuses. Recent projects include a series of low-level readers based on the We Are New York video program and a low-level curriculum on employment rights for the NYC Commission on Human Rights. She holds an MFA degree from the University of Iowa.

**Katherine Gebremedhin** is the community outreach coordinator for World Education Services. She is responsible for developing and strengthening partnerships with community organizations, government agencies, and academic institutions that work to help immigrants successfully integrate into academic and professional settings.

**John Lyons** is the former director of the Northern Manhattan Improvement Corporation's adult literacy program and an ASISTS trainer. In 2007 he received a Literacy Recognition Award from the LAC and the Book Industry Guild of New York. He is currently pursuing his doctorate in the CUNY Graduate Center's Urban Education program. His increasing experience in research and statistics and his work with ASISTS give him a unique vantage point on adult literacy data analysis.

**Rosemary Matt** is the New York State Education Department director of accountability. She has served as the NRS liaison for NYSED and as director of the Mid-State Regional Adult Education Network. Rosemary brings over 17 years of adult education experience to her work.

**Greggory Mitchell** has more than 20 years' experience teaching and coordinating adult education programs. The focus of his career has been ABE/GED instruction and program development, as well as job readiness training, coaching, and curriculum development. Greggory attended Vassar College and Fordham University's Adult Education and Human Resource Development program for graduate work.

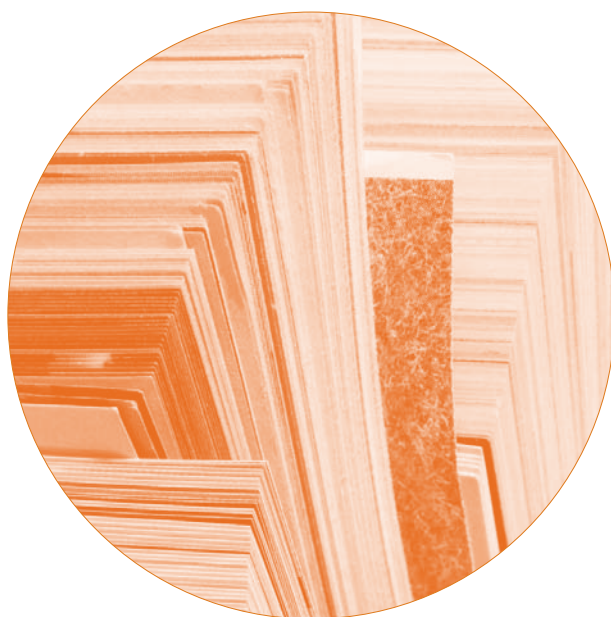
**Susan Pittman-Shetler** is an experienced adult educator. Susan worked as both a teacher and administrator in the Palm Beach County Public Schools in Florida. Since establishing her own consulting firm, Susan has developed and delivered high-quality and highly interactive trainings in over 24 states for teachers and administrators in adult, alternative, correctional, and vocational education programs, as well as the national train-the-trainer events for the 2002 Series GED Tests and the national 2006 GED mathematics training. In addition to training, Bonnie designs and develops instructional materials and

has authored numerous texts. **Support for this presenter was generously contributed by Steck-Vaughn.**

**Regina Ress** is a writer and professional storyteller. She holds an M.A. in Theatre from Villanova University and a Certificate in TESOL from the New School. She teaches English to adult immigrants at the Northern Manhattan Improvement Corporation and leads professional development courses for the LAC and other organizations in the U.S., Spain, and Brazil.

**Thomas J. Shea** is director of Training and Technical Assistance at the New York Immigration Coalition. He practiced law for 10 years with the Catholic Legal Immigration Network where he developed training curricula and presented on such topics as international adoptions, relief from removal, and victims of human trafficking. He has extensive experience training on family-based immigration law and citizenship and naturalization. He currently directs the NYC's **Immigrant Concerns Training Institute.**

**Cara Tuzzolino-Werben** has been in the adult education and the TESOL profession for over ten years. After working as a reporter, writer, and editor in magazine publishing, Cara switched to marketing. When she volunteered in an ESOL classroom, she realized that she wanted to obtain a degree in TESOL. She enrolled in Teachers College, Columbia University, from which she graduated with an Ed.M. in TESOL. She began adjuncting at local universities including NYC College of Technology and Columbia. She has been an adjunct at Pace since 2003. Most recently, she has worked at a new non-profit, the Sunset Park Alliance for Youth, where she wears many hats, including instructor, staff developer, marketer, outreach coordinator, and grantwriter.



# Index

<b>A</b>		<b>F</b>		<b>Q</b>	
Access (Microsoft product)	14	Facebook	20	Quality	6-7
Active classroom	20	Freirean education	10, 15	Quantitative literacy	7, 19
Adult literacy	6, 10, 19	<b>G</b>		<b>R</b>	
ALECC	6-7	Games	15	RAEN	11
ASISTS	14-15	GED preparation	9, 11, 17	Reading	7, 9, 19
Assessment	12-13	GED testing	11, 17	Registration form	30
Authentic materials	22	<b>H</b>		Roundtable	14
<b>B</b>		Health care access	5	<b>S</b>	
Basic skills	16, 19	Health literacy	5, 11, 18	Science	9, 17
Beginning-level students	16, 19	<b>I</b>		Social media	2, 20
BEST Plus	12-13	Immigrant students	16	Social studies	9, 17
Blogs, use in instruction	20	Indicators of program quality	6	Standards	17
<b>C</b>		Interactive activities	15, 16	Storytelling	16
Calendar	23-28	Internet	7, 20	Student assessment	12-13
Cell phones in instruction	20	<b>J</b>		Study circles	18
Certificate programs	5-10	Job readiness	10, 21-22	<b>T</b>	
Citizenship test	13	<b>L</b>		TABE (Test of Adult Basic Education)	12-13
Civics	13, 16	Lesson planning	8, 9, 17	Teacher share	18
College transition	12, 21	Literacy instruction	7, 16, 19	Technology	20
Common core standards	17	Literacy Zones	11	TESLA	8
Communication skills	15-16	<b>M</b>		TESOL	7, 8, 15-16
Communicative language teaching	8, 15	Math	7, 9, 19	Testing	12-13
Computers, use in instruction	20	Microsoft Office programs	14, 19	Transition	9, 21
Core curriculum	6	Moodle	2, 7-9	Twitter	20
Cultural diversity	6, 16	<b>N</b>		<b>U</b>	
Curriculum development services	4	Networks	11-12	U.S. civics	13, 16
Customized training	4	National Reporting System (NRS)	14-15	<b>W</b>	
<b>D</b>		Numeracy	7, 19	Web tools	20
Data analysis	14-15	NYSED RAEN	11	Webinar	14
Data entry	14-15	<b>O</b>		Wiggio, use in instruction	20
Data management	14-15	Outcomes	14, 18	Wikis, use in instruction	20
Data Roundtable	14	<b>P</b>		Work-based curriculum	22
Digital literacy	7	Plain language	5, 18	Workforce development	10, 21-22
Diversity	7, 16	Popular education	10, 15	Writing	9, 19
Diversifying outcomes	14, 18	Post-secondary transition	9, 12	<b>E</b>	
Drama	16	PowerPoint	19	English for Speakers of Other Languages (ESOL)	7, 8, 15-16
<b>E</b>		Project-based learning	22	Evidence-based practices	6, 8
Excel (Microsoft product)	14	Program quality	6	Excel (Microsoft product)	14
<b>F</b>		Promethean methodology	20	<b>F</b>	

## › Our Collaborators

LAC thanks the Altman Foundation, the New York Community Trust, the North Star Fund, the Book Industry Guild of New York, IBM Corporation, Emblem Health LLC, the Student Corporation of New York University Stern School of Business, and many individuals and organizations for their generous contributions to our work.

Our collaborators and clients include NYC Health & Hospitals Corporation, NYC Department of Health & Mental Hygiene, Baby Basics Program, What to Expect Foundation, NY State Department of Health, AIDS Institute, Affinity Health Plan, Bronx Health Literacy Collaborative, Bureau of Chronic Disease Prevention (NYC Department of Health & Mental Hygiene), Center for Employment Opportunities, Cigna, Committee on Human Rights, Group Health Incorporated, Goodwill Industries of New York and Northern New Jersey, Gouverneur Healthcare Services, Harlem Hospital Center, Jamaica Hospital Medical Center, John Jay College, Lincoln Hospital, WIC Program, March of Dimes, Medical & Health Research Association of NY, Montefiore Medical Center, Mount Sinai Hospital, American Academy of Pediatrics, Bellevue Hospital, Center for Immigrant Health, Community Services Society, Colorado State University, H.A.P.P.Y. Faces Child Care Network, Memorial Sloan Kettering, Lourdes Health Systems, New York Academy of Medicine, New York City Council, NYC Department of Education, NYC Department of Food Science & Human Nutrition, NYC Department of Youth and Community Development, NYC Mayor's Office, NYC Office of Children & Family Services, New York Presbyterian Hospital, Partners in Health: Prevention and Access to Care and Treatment, Planned Parenthood, Public Health Solutions, Phipps Community Development Corporation, Restoration Plaza Juvenile Justice Corps Program, SEIU 32BJ, DC37.



# Literacy Assistance Center

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## › The LAC supports literacy. Support the LAC.

The Literacy Assistance Center is a nonprofit, tax-exempt organization. We offer services at no charge to literacy programs that provide free services to adults and families.

Every dollar you contribute makes a difference. The Literacy Assistance Center has received a four-star (highest) rating from Charity Navigator, the premier independent charity evaluator in the U.S. This rating is based on the LAC's success in outperforming most of its peers in its efforts to manage and strengthen its finances in the most fiscally responsible way possible.

If you prefer to make your tax-deductible contribution to the LAC online, please go to: [www.lacnyc.org/support/give.htm](http://www.lacnyc.org/support/give.htm).

## › Contribute to a Better New York

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Enclosed is my check for \$\_\_\_\_\_, payable to the Literacy Assistance Center.

MAIL TO: Elyse Barbell, Executive Director, Literacy Assistance Center,  
39 Broadway, Suite 1250, New York, NY 10006