

2011-2013
New York State Library Adult Literacy Library Services Program
Final Project Summaries

Brooklyn Public Library
English Conversation Groups Expansion Project
Project Amount: \$38,266

Brief Project Description:

Brooklyn Public Library expanded its network of volunteer-led English Conversation Groups. The conversation groups included non-English speaking library users and helped them expand their ability to read, write and communicate in English.

Needs Addressed:

Brooklyn is home to one of the most ethnically diverse populations in the country. English conversation groups provide opportunities for English-language learners to speak, read, and write English. This group's primary need is to improve skills in both formal and informal English speech. These groups help learners increase flexibility and proficiency in English.

Target Audience:

The target population for this project was adult English-language learners ages 18 and older -- beginner through intermediate. Participants included new immigrants working on basic skills, professionals seeking to polish their speech, and seniors and others who want to communicate more fluently with family and friends.

Staffing/Volunteers/Partners Role:

CAMBA: CAMBA serves more than 30,000 Brooklyn residents each year with a continuum of employment, education, health, housing, legal, social, business development, and youth programs. The collaboration on *English Conversation Groups* focuses on the sizable immigrant population that CAMBA assists through a host of programs to individuals from 27 different countries.

Brooklyn College Adult Literacy Program (BCALP): BCALP provides GED and ESOL instruction and collaborates with BPL on the Library's Pre-GED program in student referrals.

Literacy Assistance Center (LAC): LAC offers professional development, technical support, networking opportunities, and general assistance to literacy providers throughout New York State. BPL has partnered with LAC on a number of projects, including a collaboration with BPL's *Equipped for the Present* program, which offered workshops to help adult learners apply literacy skills to their practical needs, and was funded through the New York State Library's Adult Literacy Library Services Grant Program.

The Mayor's Office of Adult Education (MOAE): MOAE provides services and resources designed to promote adult education in New York City, including a searchable online database of

adult education programs, professional development opportunities, surveys designed to inform adult education professionals on issues in the field, and “We Are New York,” an Emmy-winning weekly television program designed to help immigrants learn English through realistic stories of life in New York City.

Accomplishments for 2011-2013:

Served 20,360 participants

Conducted 3,197 workshops/programs

Increased the number of *English Conversation Groups* from 35 in Year 1 to 44 in Year 2

Evaluation and Results:

Attendance sheets, volunteer and participant surveys, staff observations, public feedback, and computer logs.

BPL librarians presented project findings and reported on designing library-based collaborative programs that help build and support English-language literacy and learning skills at professional gatherings in New York City, New York State, and at American Library Association and Public Library Association conferences and meetings. During Year Two of the project period, Ms. Peterson shared information about the Conversation Group program on NYLINE. An article on BPL’s Kings Highway Library—its highest performing branch library—emphasized the role of immigrants as a driving force behind its high usage by the community and highlighted the English Conversation Groups and ESOL program among its unique resources.

Finger Lakes Library System

Computer Literacy in Tioga County: Teaching Skills to Job Seekers and Beyond
\$29,152

Brief Project Description:

Finger Lakes Library System (FLLS) partnered with Literacy Volunteers of Broome/Tioga, Inc. (LVBTC), the Apalachin Library and the Waverly Free Library to provide classes in basic computer literacy, web searching and resume/cover letter writing for underemployed and unemployed adults in Tioga County who lack these job seeking skills.

Needs Addressed:

In Tioga County, 15.2% of adults over 25 did not complete high school, and 10% of adults over 16 lack basic prose literacy skills. Furthermore, there is no community college or university located within the county boundaries; residents must migrate to other areas to pursue higher education. Although the unemployment rate has improved slightly in the last few years (in line with national trends), the unemployment rate remained relatively high, and was 7.9% in December 2012.

Target Audience:

Grant-funded resources and class topics continued to be aimed primarily at the needs of underemployed and unemployed individuals in Tioga County. In order to make classes as accessible as possible, participation was open to any adult who wished to attend.

Staffing/Volunteers/Partners Role:

Literacy Volunteers of Broome & Tioga Counties, Inc.: LVBTC provided basic core computer literacy classes as well as classes in Microsoft Office, email, and online job skills.

Georgianna Horvath, the instructor from LVBTC, and Jane Clair, Executive Director, were both instrumental in planning and scheduling the classes. Georgianna taught all classes during the second grant year. FLLS and LVBTC worked together to revise the first year's pre- and post- class evaluation for participants, in order to better measure the output of grant in the second year. The Apalachin Library and the Waverly Free Library worked with LVBTC to develop a schedule of classes that best suited each community.

Accomplishments for 2011-2013:

303 participants in 74 workshops/programs

County via information made available at the library

FLLS will share the results of this collaboration via a blog article on our website. The article includes an invitation to our libraries and other libraries/systems to contact us with questions/advice about setting up a similar project. We will also share this article in our weekly eNewsletter, our Outreach Advisory Council listserv, and the statewide Outreach Coordinator mailing list.

Evaluation and Results:

All evaluations were collected weekly and tallied in an Excel spreadsheet.

We tracked the promotion of classes and grant resources via the number of flyers and press releases distributed. In Year Two, FLLS distributed promotional materials at seasonal intervals. For Fall 2012, Winter 2013, and Spring 2013, we distributed the following materials:

- 20 class posters to the 8 Tioga County libraries and the 2 Workforce Centers
- 1350 class schedules to the 8 Tioga County libraries, the 2 Workforce Centers, and LVBTC.
- 3 press releases were also distributed to local media and all 54 classes were advertised in local publications.

- We published 2 articles in the FLLS Outreach News,
- We also continued to promote the circulating laptops by displaying a poster at each library (2 total).

Greater Poughkeepsie Library

Community Learning Plaza

\$34,823

Brief Project Description:

The Community Learning Plaza (CLP) continued to serve the literacy needs of Poughkeepsie's Spanish-speaking population by increasing use of library services and increasing self-sufficiency and job-readiness while strengthening their ties to the community.

Needs Addressed:

The U.S. Census Bureau reports that in 2010 persons of Hispanic origin comprised 19.5% of the

population of the City of Poughkeepsie. Before our program began, discussions with local agencies that work with this population indicated that substantial portions of the population are marginalized because of language difficulties. Lack of English skills makes it difficult to understand the services that are available to them, no less to take advantage of them.

Target Audience:

The target audience consisted of immigrants who are struggling with English and have difficulty understanding the community and how to overcome barriers to success.

Staffing/Volunteers/Partners Role:

Literacy Connections provided a salaried program coordinator, 5 volunteer tutors, 2 student interns and materials to teach weekly ESL classes at the library. They assess and evaluate student progress. Literacy Connections also provides childcare for children of students during class.

Dutchess County B.O.C.E.S. helped plan our program and promotes our classes among their own students.

Somos La Llave del Futuro was our first connection to the Latino community. They promote the project in the Hispanic community and have connected us with bilingual speakers on health care and other issues. They now invite the library to participate in events they sponsor.

Accomplishments for 2011-2013:

Improved English literacy levels
Improved ability to find, gain and keep employment
Increased levels of self sufficiency of individuals and families
Increased awareness and use of community resources
Increased knowledge of community institutions and processes
Increase understanding and recognition of the programs and services offered by the Poughkeepsie Public Library District
Increased use of Poughkeepsie's public libraries by the target population

Evaluation and Results:

Literacy Connections tested with "BestPlus" software developed by the Center for Applied Linguistics (CAL) in Washington DC and mandated by all Adult Education Programs teaching ESL in New York State. Our library continues to share project information with other libraries in our region. We inform Mid-Hudson Library System libraries of our programs. Our Slide Share presentation for REFORMA (the American Library Association group for service to Latinos) has been viewed over 100 times on the Internet.

<http://www.slideshare.net/psisselman/2012-clp-poster-2>

Program details have been shared on the REFORMA discussion forum as well

Project manager brings publicity materials to Dutchess County Bringing Agencies Together meetings 6 times per year and also announces all programs to this wide audience of over 100 nonprofit organizations via email, including distribution of flyers. The library newsletter, The Rotunda, always has a section devoted to "La Plaza." This newsletter is distributed to all residents of the City and Town of Poughkeepsie.

<http://www.poklib.org/documents/Summer2013.pdf>

Flyers are distributed to area businesses that service Latinos and information is distributed to neighborhood churches. Press releases go to the local newspapers and radio stations.

Hempstead Public Library
Focus on Citizenship
\$38,167

Brief Project Description:

Focus on Citizenship brought to the community the most up-to-date educational and technological resources for the teaching of U.S. citizenship, and tremendously augmented HPL's past efforts.

Needs Addressed:

The Hempstead Public Library and its Adult Learning Center serve a large and increasing immigrant population which needs the resources and services provided by this project.

Target Audience:

The target audience continues to be the ever-increasing population of adult immigrants who are residents of Hempstead Village and neighboring towns in Nassau County. Although a majority of the community's foreign-born population is of Hispanic/Latino origin, newcomers from all over the globe are settling in our community in record numbers.

Staffing/Volunteers/Partners Role:

The library worked with C.A.S.A. (Coordinating Agency for Spanish Americans), Our Lady of Loretto Parish Social Ministry, and Hagedorn Family Resource Center, a program of the Family and Children's Association. The agencies cooperated in the following endeavors: 1) Planning: The agencies were consulted during the planning stage for to set the schedule of citizenship classes 2) Project Activities: The agencies worked together on publicity and with student recruitment for the project. They posted and disseminated project flyers and announced the schedule of classes through their own in-house publicity/newsletters/ESL classes. 3) Evaluation: The agencies contributed to the project evaluation through ongoing contact, feedback and cooperation.

Accomplishments for 2011-2013:

Conducted U.S. citizenship classes twice a week for 40 weeks
106 participants in 9 programs/workshops

Evaluation and Results:

Quantitative evaluation results and user satisfaction data for the second year of *Focus on Citizenship* were determined through the course evaluation form and through feedback/review of the project year from the project teacher, project users, ALC coordinator and staff, and the partnering agencies. We have shared information regarding our citizenship class schedules, resources, and materials with other libraries in the Nassau Library System.

James Prendergast Free Library

A Triple for Literacy

\$30,975

Brief Project Description:

A Triple for Literacy provided free public access to job-related materials and training. Prendergast Library purchased over 50 DVDs on preparing for tests such as the pre-GED, GED and ASVAB as well as workforce preparation.

Needs Addressed:

The documented need for this project at its inception consisted of a poverty rate in the City of Jamestown, where the library is located, of 20.9 percent; a median income of \$34,218; an unemployment rate of 9.2 percent; a population decline of 7.5 percent since 2000; and a median resident age of 36.2 years compared to 35.9 years for New York as a whole. In short, the library was located in an economically depressed area whose population was shrinking and aging and whose remaining residents, 62 percent of whom had not earned a degree beyond high school, faced unemployment or low-paying jobs that did not provide a living wage. The Jamestown-Dunkirk-Fredonia micropolitan area ranked third in Western New York for the percentage of seniors living in poverty (8.4 percent) and second in the state for the percentage of children living in poverty (25.5 percent, or 7,100 children).

Target Audience: The target audience to borrow related library materials and take the classes was 325 people, 5 percent of the 6,505 individuals living in poverty in Jamestown. This included needy seniors, who were already seeking help in the library's Public Computer Center to fill out online job applications; female heads of households, who were enrolled in some of BOCES adult education programs; job seekers who had contacted other local agencies such as Chautauqua Works; the Hispanic population served by partners in the library's 2009-2011 Adult Literacy Library Services project; clients being tutored by BOCES instructors at five Jamestown locations on literacy skills and GED preparation; and adult learners working with a tutor through the Library Literacy Center.

Staffing/Volunteers/Partners Role:

James Prendergast Library Literacy Center
Jamestown NY 14701

The Prendergast Library Literacy Center is served by a full-time Head of Family Literacy who is certified by ProLiteracy in basic literacy and English as a Second Language and holds both MLS and MSW degrees. In cooperation with the project director, she informed partners of project approval; helped set dates for instruction and develop curriculum; referred clients to classes; recruited participants for the television spots; promoted classes on the library's website and in the news media; arranged availability of the library's 16-student Public Computer Center; and collected and tallied evaluations.

Erie 2-Chautauqua-Cattaraugus BOCES
Angola NY 14006-9621

BOCES worked with the library to plan curriculum; set dates for the classes; assign instructors; deliver instruction; collect written evaluations; and refer its Jamestown area clients to participate in classes.

Gateway Center
Jamestown NY 14701
(716) 487-1488

As headquarters for the Learning Zone, Gateway Center provided a location where the library could publicize materials and classes to other agencies during advisory council and partner meetings. BOCES personnel at Gateway also referred clients to the library to take advantage of this Adult Literacy grant project, suggested relevant class topics, and shared feedback from participants.

Accomplishments for 2011-2013:

Year One:

116, or 36 percent, of the target audience registered for 156 hours of class instruction on 21 topics. 82 participants reported they learned at least one computer skill that would improve their employability; 53 identified other employment-related skills they learned such as self-management, initiative, communication, planning, organizing, technology, and learning; 89 said they covered useful material; 66 said they increased their knowledge of employment resources; and 65 said they had learned a new skill that could help them start or run a business. Six new adults learners enrolled in the Library Literacy Center during this project, twice as many as projected, and one-third of them reported they had seen the messages on TV.

Year Two:

In Year 2, 186, or 57 percent, of the target audience, registered for 200 hours of class instruction on introductory computer skills and resume preparation. (Public demand during Year One had resulted in a change in direction from the originally proposed course topics to concentration on introductory computer skills and resume preparation.)

There were 14 adult literacy tutor/student pairs working together between July and December of 2012, and the total of tutor volunteer hours that year was 913. During Year One, six new adult learners, twice as many as projected, enrolled in the Library Literacy Center, and one-third of them reported they had seen the messages on TV.

In Year Two, one new tutor and five new students, 40 percent of whom reported seeing media messages, became affiliated with the Literacy Center.

Evaluation and Results: Evaluation consisted of hands-on pre- and post-tests combined with written evaluation from students, teacher or library staff observations and anecdotes, and student self-reporting.

New York Public Library Research Libraries

Adult Literacy and Learning Disabilities:

Building a Professional Foundation for Successful Interventions

\$37,926

Brief Project Description:

NYPL implemented a two-year staff training initiative to improve and enhance services for participants of NYPL's adult literacy programs, known as the Adult Learning Centers (ALCs.) Through a 60-hour teacher-training course with experts in the field, NYPL professional staff learned a multisensory, total-language-arts approach to teaching reading, writing, and spelling. The Centers now serve more than 1,000 students who are learning basic skills in English speaking and listening.

Needs Addressed:

More than half of the 750 students served annually at NYPL's Adult Learning Centers read below a first grade level. For most, underdeveloped oral vocabularies, disrupted formal education, and undiagnosed learning disabilities are just a few of the problems that manifest later in life as literacy issues, and limit their ability to reach their full potential. Improving services to this target group requires that instructors have access to quality professional development, which allows them to better implement evidence-based literacy instruction.

Target Audience:

The project sought to improve services to low level literacy students of NYPL's Adult Learning Centers by providing professional development opportunities for those responsible for literacy instruction, mainly the professional literacy staff and volunteer tutors. The Library's goal was for these two groups to gain a comprehensive understanding of learning disabilities and improve their skills in explicit instruction by attending a series of lectures and workshops, working closely with experts in the field. As a result, staff and tutors learned to provide more sophisticated assistance to emergent readers. Additionally, NYPL aimed to educate the adult learners themselves, who need to be able recognize and verbalize their own learning challenges in order to better advocate for themselves. This was accomplished through workshops, discussions with tutors, and the four psychoeducational evaluations made possible by the grant funding.

Staffing/Volunteers/Partners Role:

In Year One, Dr. Mary Kelly from the Fisher Landau Center met with the Specialist Team at NYPL (a group of professional developers in the Adult Learning Centers) to plan a series of lectures, workshops, and evaluations that would help the target audience improve the delivery of literacy instruction in the Adult Learning Centers. The team created a comprehensive outline based on the goals of the project, resulting in a three-part workshop series that would help participants understand what learning disabilities are, how learning challenges are assessed, and how teachers can rehabilitate students in the adult literacy classroom. Also, the Specialist Team worked with Heidi HYTE from Reading Horizons to deliver workshops for tutors and staff that would specifically address the needs of emerging adult reading who may struggle with one or more symptoms of learning disabilities. In Year Two, NYPL's Literacy Program Director, Kenneth English, who is responsible for the ALCs, participated in several planning sessions with staff of the Reading Reform Foundation (RRF), NYPL's consultant on the grant project, in order to design a course of study that would specifically address the needs of emerging, adult readers who may struggle with one or more symptoms of learning disabilities. The course was based on Ramona B. Spalding's Writing Road to Reading method, an Orton-Gillingham-based system for teaching the alphabetic principles of the English language, which leads to instructional gains in

reading, writing, spelling, and comprehension.

Accomplishments for 2011-2013:

NYPL designed and implemented a pilot, evidence-based training course for literacy instructors, who effectively engaged learners. Over the course of four sessions, all patrons in the group learned how to isolate 13 English phonograms out of the 26 they were presented with; none of the patrons were able to do so before they enrolled.

The teacher training was very successful in teaching the twelve full-time staff members at the ALCs how to implement learning interventions that are proven to be the most effective for low-literacy adults. Throughout the process, the instructors were required to demonstrate that they possessed the necessary teaching skills, and were evaluated by Ms. Apple who provided detailed feedback at every stage. Since the training ended in June 2013, the 12 trainees have all scheduled courses for the upcoming Fall 2013 cycle that will allow them to use newly acquired instructional skills.

The ALCs publicized classes through flyers, teacher announcements, and meetings within the department. Teachers made announcements in class and spoke with the most enthusiastic students one on one to enroll them in the pilot course. The recruiting was very effective; the class was overbooked throughout the course, and all available seats were taken. Recruitment of students was done by teachers who knew the students well.

Evaluation and Results:

The evaluation methods for the training were designed by RRF and administered by Ms. Apple. The methods were intended to judge whether the Library's 12 trainees were ready to begin independently teaching the first 48 phonograms in the Writing Road to Reading method. To assess the trainees, Ms. Apple used a variety of coaching methods, including grading written work, conducting oral exams, and providing both immediate and delayed feedback during student teaching. Written work was required to be 100% accurate upon correction; Oral exams were judged on a pass/fail basis. (All participants passed.); Immediate feedback during student teaching required immediate correction before the trainee could continue with the lesson; Delayed feedback (during reflection, after the lesson was completed), gave each trainee a goal to accomplish before the next session.

Patchogue-Medford Library
Working Towards Community
\$35,698

Brief Project Description:

The Working Towards Community project increased the Patchogue-Medford Library's capacity to enhance workforce preparation skills, expand and strengthen the citizenship services currently offered by the Library, and facilitate civic engagement and participation by new immigrants. Project activities included: weekly employment-focused ESOL classroom instruction, quarterly bilingual informational sessions on employment resources and services, bi-weekly immigration counseling services, and quarterly attendance at Village of Patchogue board meetings

Needs Addressed:

The need for enhancing workforce preparation is evidenced by a November, 2010 Fiscal Policy Institute report, *The Changing Profile of Long Island's Economy*, which substantiates the important contribution of the immigrant workforce on Long Island and points to the need for a strong focus on job training and career advancement for new immigrants as vital components of sustainable economic growth for the region. Furthermore, in a June, 2009 paper, *Pacesetters in Adult Education for Work*, The Council for the Advancement of Adult Literacy identifies "adult education for work" as the fastest-growing segment of adult education in the United States.

Target Audience:

According to the 2010 United States Census, The Patchogue-Medford Library's (PML) primary service area has a total population of 52,929 with a Hispanic population of 11,288, or 21.3% of total population. *Note: As the Central Library for Suffolk County, PML provides services to all residents of Suffolk County. Although *Working Towards Community* project activities were available to all Suffolk County residents, the large majority of project participants were Patchogue and Medford residents of Hispanic origin.

Staffing/Volunteers/Partners Role:

The Patchogue-Medford Library (PML), as the lead partner has acted as the project manager and has collaborated with partner organizations: Suffolk County Community College, New York State Department of Labor's One-Stop Employment Center in Patchogue, Catholic Charities of the Diocese of Rockville Centre, and the Village of Patchogue to provide activities in the *Working Towards Community* grant project. The Patchogue-Medford Library and its partner organizations met several times before the start of the grant project to plan activities. Over the past year, all partners have met face-to-face or through email/telephone to evaluate project progress, challenges, and results. PML was responsible for administering the grant project, including, but not limited to: hiring interpreters and classroom instructors, purchasing supplies and equipment, coordinating planning and development meetings between PML and its partner organizations, handling registrations, designing and administering project surveys, compiling and submitting all project performance and budget reports.

Accomplishments for 2011-2013: In Year One:

Workforce ESOL classes = 22 sessions held; 160 participants attended.

Immigration consultation = 16 sessions held, 104 participants attended, 24 participants received assistance with filling out the N400 application for citizenship, 80 participants received general immigration counseling. Of the 104 participants who received immigration consultation, the following countries were represented: Ecuador = 52; El Salvador = 13; Mexico = 5; Dominican Republic = 5; Greece = 3; USA = 3; Peru = 3; Spain = 3; Colombia = 2; Venezuela = 2; Honduras = 2; the following countries were represented by 1 participant each: Guatemala, Haiti, Jamaica, Nigeria, Turkey, Algeria. 5 participants did not specify country of origin.

NYSDOL workshops = 2 sessions held, 22 participants attended.

Evaluation and Results:

Workforce ESOL classes = 28 sessions held; a total of 304 participants attended. Survey results

indicate a move from participant self-described skills of GOOD or POOR in the pre-survey to FAIR in the post-survey. This likely demonstrates that after taking the classes, patrons had either an improved, or, a more realistic sense of their English skills. What is patently clear is that participants want and need classes to be offered more than 1 time per week. And, fortunately, with funding that the Suffolk Cooperative Library System (SCLS) received from NYSL Adult Literacy Services grant (2013-2016) and which SCLS is giving to Patchogue-Medford Library, we will be able to do just that. Beginning in September, 2013, we will offer work-focused ESOL classes twice per week. Following are participant comments, some of which have been translated from Spanish to English.

Immigration consultation = 19 sessions held, 146 participants attended; 20 participants received assistance with filling out the N400 application for citizenship, 126 participants received general immigration counseling. Of the 146 participants who received immigration consultation, the following countries were represented: Ecuador = 64; Colombia = 13; Dominican Republic = 11; Venezuela = 9; El Salvador = 8; Guatemala = 6; Italy = 5; Ghana = 3; Trinidad = 2; Peru = 2; Mexico = 2. The following countries were represented by 1 participant each: Jamaica, Nigeria, Chile, Turkey, Honduras, and Spain. The remainder did not specify country of origin.

NYSDOL workshops = 3 sessions held, 39 participants attended. Following are participant comments, some of which have been translated from Spanish into English, regarding the NYSDOL workshops. (Attached is a sample of quotes from the post-workshop evaluation survey.)

I learned many new things about how to find a job

I learned how to make a resume.

We don't need to remain stagnant simply because we are undocumented.

I learned how we can finish our university studies.

How to find a job and how to create a resume.

I learned how the NY State Department of Labor helps people.

The tools to find a job and how to avoid work accidents.

I didn't know anything before about job interviews.

Our rights, our behavior, and preparing for a job interview.

I think the most important thing is that we are learning, and little by little, we are gaining more knowledge.

We are thankful to the Department of Labor

Village of Patchogue Board Meetings = 2 sessions held; 18 participants attended

Queens Borough Public Library

Professional Development Series: Training for Adult Education Professionals and Volunteers

\$35,150

Brief Project Description:

Queens Library Adult learning program continue to provide important educational services to the people of Queens. In some communities we have seen an increase Pre-Ged and Ged services along with computer, health and financial literacy classes. The overall numbers have increase which a lot

Queens Library to bring in other resource from BTOP(Broadband Technology Opportunity Program), NAP New American Services and work with other community bases group to support the program with services in housing, welfare and other issues. 25 workshops were offered to support the needs of adult education teachers, volunteers and program staff. 35 ESOL teachers attended a workshop entitled *Using Problem-Posing to Teach Grammar in Context*, and a Tri Library Conference was hosted for 126 volunteer tutors and conversation group facilitators from the 3 New York City library systems. Three additional workshops were offered for a total of 59 attendees: *Definition of Learning Disabilities*, *Explicit Strategy Instruction* and *Content Based Instruction*.

Needs Addressed:

The needs of the project to provide educational support for low literacy adults, through this program we will be able to provide *Digital Literacy*, *Vocabulary Instruction*, *Workplace Writing*, *Teaching Citizenship*, *writing Development*, *Financial Literacy focusing on Math*, *Facilitating English Conversation groups* and *Online Learning opportunities*.

Target Audience:

Full time staff, hourly teachers, teaching assistants and volunteers will benefit from trainings. The staff will have an opportunity to gain new skills and harness skills.

Staffing/Volunteers/Partners Role:

In Year One, Volunteer Tutor Conference, an all-day event organized in collaboration with the Brooklyn Public Library and the NY Public Library with open invitation to Port Washington Library and NYC Literacy Partners these agencies also employ services of volunteer tutors. 150 volunteer tutors and staff from the four agencies participated. Eight workshops were presented including tutor share portion. Topics included: *Digital Literacy*, *Vocabulary Instruction*, *Workplace Writing*, *Teaching Citizenship*, *writing Development*, *Financial Literacy focusing on Math*, *Facilitating English Conversation groups* and *Online Learning opportunities*. *Evaluation, questionnaires and educational gains*. In Year Two, The Queens Library Adult Learner Program hosted a conference for volunteer tutors and conversation group facilitators from the 3 New York City library systems. The goal of the conference was to offer workshops appropriate to non-professional volunteers. A total of 14 workshops were offered. Each volunteer was able to attend 3 workshops during this day-long conference. 126 individuals attended; 75 from Queens Library and 48 from New York Public Library and Brooklyn Public Libraries combined, and 3 from other agencies.

Literacy Assistance Center provided staff development for the Adult Literacy Education Core Curriculum (ALECC) certificate program. All staff who attended and completed the program are now certified by the Literacy Assistance Center in ALECC.

