



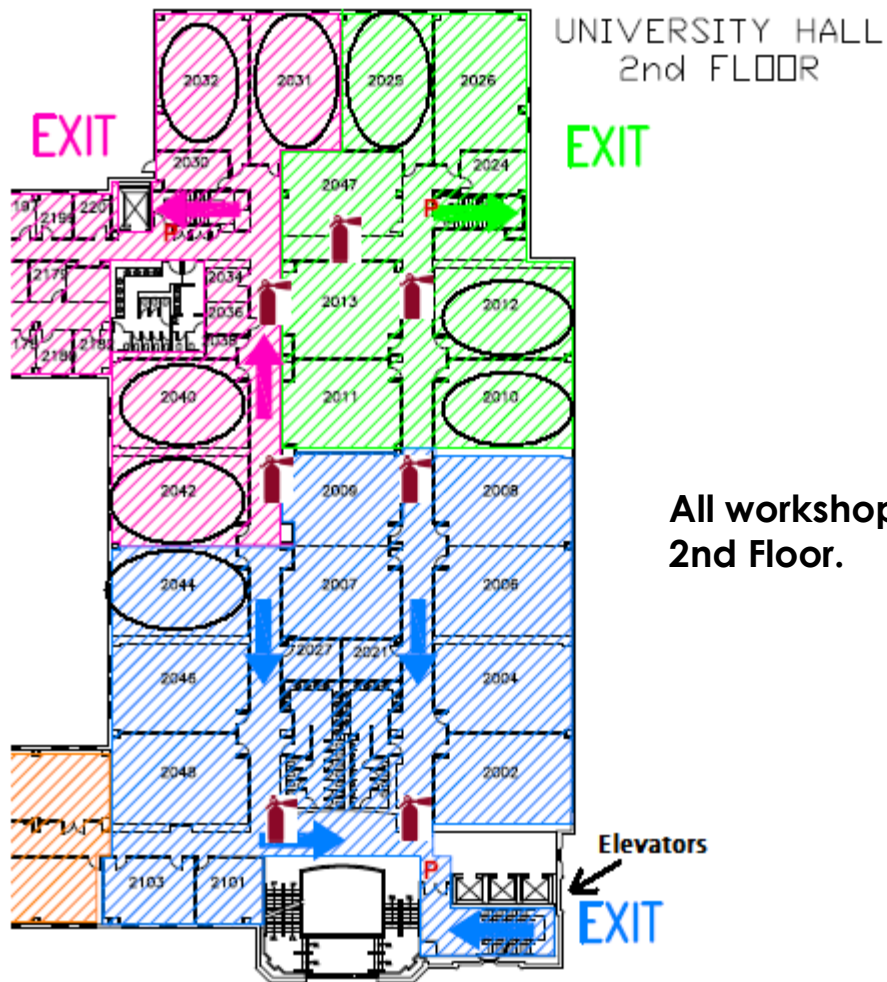
**Presents the 2011
Literacy for Life Conference**

**The Conference Center at
Montclair State University
Montclair, NJ**

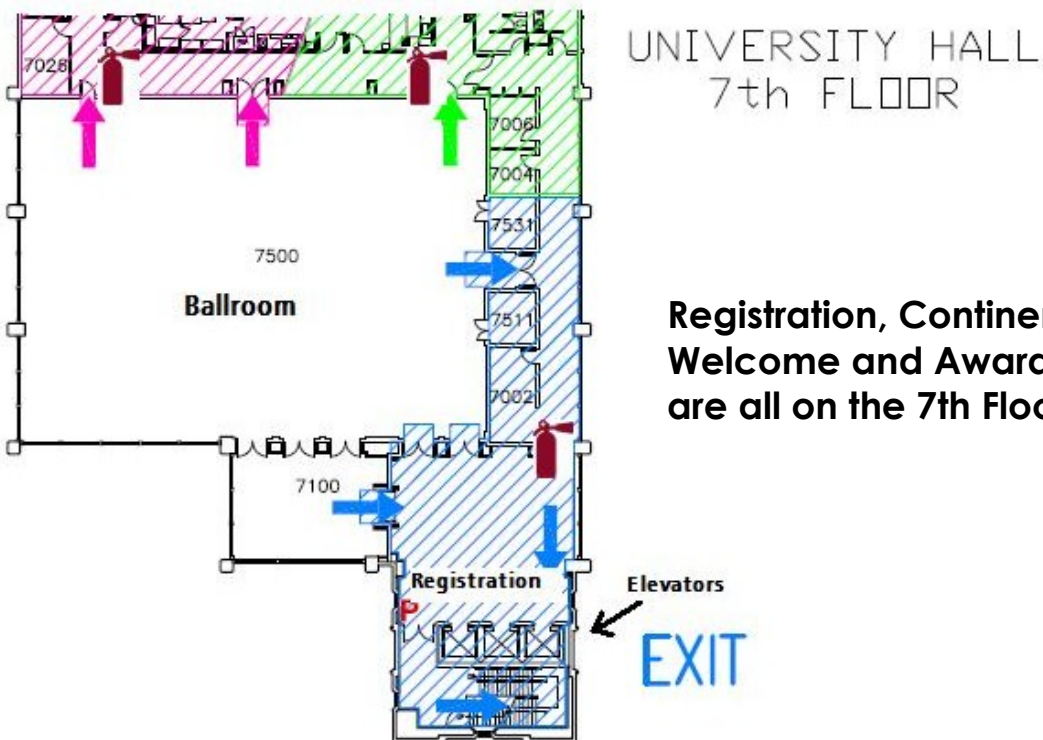
April 30, 2011



Conference Center Floor Plan



All workshops are on the 2nd Floor.



Registration, Continental Breakfast, Welcome and Awards Luncheon are all on the 7th Floor.

Conference Schedule

| | |
|-------------|--|
| 8:00—9:00 | Registration and Continental Breakfast |
| 9:00—9:20 | Welcome |
| 9:30—11:00 | Workshop Session 1 |
| 11:00—11:15 | Break |
| 11:15—12:45 | Workshop Session 2 |
| 12:45—2:30 | Awards Luncheon |
| 2:30—2:45 | Break |
| 2:45—4:15 | Workshop Session 3 |

Sponsored by:



Thank you for supporting Literacy for Life!

Our thanks to ProLiteracy and Townsend Press for donating materials to our resource tables and to Trader Joes and Wegmans for supplying our conference bags. We appreciate your support!



President's Message

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April 30, 2011

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Dear Friends of Literacy

Welcome to the Literacy Volunteers of New Jersey annual conference!

Did you know that last year tutors in our network together provided over 115,000 hours of free instruction to adult basic literacy and ESL students? Because of your commitment, over 3,000 adults improved their literacy skills, changing their lives and their futures. Volunteer-based programs not only have tremendous impact, but they are very cost-effective. The average cost last year of serving a student in our network was less than \$500. These numbers are indeed impressive and you rightfully deserve the credit.

Not only did we have a successful year, but we did so in the most challenging of times. Our budgets are strained to the limit as we struggle to serve the multitude of adult learners who depends on us. In an era when no one has enough time, you have donated your time so others can have better lives.

Despite our impressive results, there is still much to be done. Let's face it, times are tough and things are not likely to get better in the short run. In times like these, we need a strategy for survival, and in my view, that strategy of hope is cooperation. Starting today, and over the next year, let us pledge to work together as fully and effectively as we possibly can.

I wish you an excellent conference!



Hal Beder
Board President

Workshop Rooms

| Session | Workshop | Room |
|---------|---|----------|
| | WELCOME | BALLROOM |
| 1 & 2 | Teaching Reading: Basics and Beyond | 2012 |
| 1 & 2 | What Tutors Can do to Increase Health Literacy | 2010 |
| 1 | Student Roundtable 1 | 2032 |
| 1 | Student Roundtable 2 | BALLROOM |
| 1 | Tips & Techniques for New Writers | 2040 |
| 1 | Equipped for the Future | 2042 |
| 1 | Preparing for U.S. Citizenship | 2025 |
| 1 | Revisions to the Guide for Training | 2031 |
| 1 | Public Relations Practices | 2044 |
| 2 | Budget Basics | 2032 |
| 2 | Effective Resume Writing | 2025 |
| 2 | Learning Words: Understanding How to Build Vocabulary | 2040 |
| 2 | Creating Technology-Based Projects | 2031 |
| 2 | What Tutors Learn from Training | 2042 |
| 2 | Financial Literacy for Nonprofits | 2044 |
| | AWARDS LUNCHEON | BALLROOM |
| 3 | Reading Medicine Labels | 2032 |
| 3 | Reading with Understanding | 2010 |
| 3 | Hands On Math | 2012 |
| 3 | Using Critical Thinking Skills | 2040 |
| 3 | Becoming a Better Reader | 2042 |
| 3 | Parents as Literacy Partners | 2025 |
| 3 | Board Talk | 2044 |
| 3 | Donating Online: How to Make it Work for Your Nonprofit | 2031 |

Awards Luncheon Agenda

WELCOME

Hal Beder

President, LVNJ Board of Trustees

GUEST SPEAKER

Dr. Paul Jurmo

Senior Advisor, Africa & US Divisions, World Education

PRESENTATION OF AWARDS

Alice M. Leppert Award for Outstanding Affiliate Achievement

Literacy Volunteers of Salem/Cumberland Counties

2011 Award for Volunteer Excellence

Clark Doran, Literacy Volunteers Association of Cape-Atlantic

2011 Award for Tutor Excellence

Marilyn Meyerowitz, Literacy Volunteers of Union County

2011 Awards for Student Excellence

Jefferson Vidal, Literacy Volunteers of Monmouth County

David Velasco, Literacy Volunteers of Monmouth County

CLOSING REMARKS

Jessica Tomkins, Executive Director, LVNJ



Dr. Paul Jurmo is Senior Advisor to the Africa and U.S. Divisions at World Education in Boston. Dr. Jurmo began his career organizing adult literacy and numeracy programs in The Gambia, West Africa, first as a Peace Corps Volunteer and later as a USAID contractor. Since then, he has served as a researcher, evaluator, curriculum developer, advocate, instructor, administrator, and university professor.

Dr. Jurmo has special interests in participatory approaches to work-related basic education and leadership development and earned a doctoral degree from the Center for International Education at the University of Massachusetts. Immediately prior to joining World Education,

Dr. Jurmo was Dean of Economic Development and Continuing Education at Union County College in New Jersey. His projects included career pathway initiatives for several industries and worker populations, a prisoner re-entry initiative, new uses of educational technologies, and professional development for adult educators.

Alice M. Leppert Award for Outstanding Affiliate Achievement



From L-R, Michael Cudemo, CCAP, Vice President/Planning, Literacy Volunteers coordinator Laura Weber, Miss New Jersey Ashleigh Udalovas and Edward Bethea, CCAP, Senior Vice President/COO at a recent tutor training session. Miss NJ, a Millville native (Cumberland County) came to the class and spoke about literacy and her commitment to it and the program.

Presented to

Literacy Volunteers of Salem/Cumberland Counties

At the end of 2009, Literacy Volunteers of Salem/Cumberland Counties was all but extinct. Only two tutor/learner pairs remained in existence, and they had been meeting independently for years. Tutor training and learner referrals were essentially nonexistent. The literacy program barely had a pulse.

Fortunately, a vice president in the umbrella organization (Mike Cudemo of the Tri-County Action Agency) is a former tutor with a passion for literacy. Under his guidance, the program has risen from the ashes and become a thriving, growing affiliate. A

part-time coordinator position was created. As with any affiliate, volunteers have stepped up to help resuscitate the heart of the organization.

Since February of 2010, the affiliate has held five training sessions and graduated 30 new tutors. With the addition of two tutors transferring in to the newly revived program, the number of trained tutors rose from 2 to 34- a 94% increase!

As word has gotten out about the rebuilding of the program, learner referrals have once again started rolling in. In one year alone, 54 referrals were processed, a 100% improvement based on previous records. Thirty-nine learners were assessed and 37 matches were made. The affiliate presently has 24 active learners: 19 basic literacy and 5 non-native speakers.

In addition to the increase in staff and volunteers, the affiliate has also increased its funding resources. In the past year, \$54,000 in grants and donations has been applied for and been awarded. The additional funding has been earmarked to create better awareness of the program, hold additional training sessions, and increase the number of paid staff.

The first of their new tutor-learner pairs will reach the one-year mark shortly. Program Coordinator Laura Weber is looking forward to having the learners reassessed and anticipates enjoying hard evidence of learning progress.

LV-Salem/Cumberland has transformed from an affiliate that many did not know existed to an organization that welcomes and supports its volunteer base. They are now looking forward to strengthening and enhancing their support system as they continue to grow. They have revised their referral system to include relationships with other agencies who may be better equipped to help certain learners. By establishing these relationships, they can feel confident that anyone calling them for help will not hit a dead end. While their numbers may be small compared to other affiliates, their growth has been phenomenal. They are excited about their upward path and anticipate even greater gains in the coming year.

The program has risen from the ashes and become a thriving, growing affiliate. As with any affiliate, volunteers have stepped up to help resuscitate the heart of the organization.

Award for Volunteer Excellence

Presented to

Clark Doran
Literacy Volunteers of
Cape/Atlantic Counties

Clark Doran has been involved in LVA-Cape Atlantic since 1990. He has served on the Board of Directors since the mid-1990's and served as Board President for the past 6 years.



Clark began his long association with LVA as a volunteer tutor over twenty years ago. The experience so affected him that he sought a larger role with the organization and was subsequently elected to the Board of Directors. He has been an active and dedicated Board member whose many contributions include overseeing the acquisition of the building that is now the home of the LVA office. Despite the demands of his job as Director of Planning and Development with the Morey Organization in Wildwood, he has been an unfailing supporter of every aspect of the organization's mission participating in everything from property maintenance to fund development.

Clark has been a hands-on supporter of all of his affiliates' programs, a spirited fundraiser and a reliable attendee at any and all conferences, workshops and meetings related to the well-being of LVA. He has also used his presence in Cape May County to expand the availability of services into those areas of the county with the highest demand.

Those of us in the world of non-profits governed by volunteer Boards of Directors know how often commitment can be a casual and fleeting thing. Good intentions are frequently overwhelmed by the demands of career and family life.

We also know that strong leadership is the

life's blood of the work that we do and that our survival depends upon it. Thank you, Clark, for all of the work you have done for the many people your affiliate has served.

All of us who have been privileged to work with Clark know that Literacy Volunteers Association Cape-Atlantic would not be the organization it is today had he not been a part of it.

-Sheila McLaughlin, Executive Director of LVA-Cape Atlantic

LVNJ is pleased to present the 2011 Award for Volunteer Excellence to Clark Doran.

Award for Tutor Excellence

Presented to

Marilyn Meyerowitz Literacy Volunteers of Union County



Marilyn and her students celebrating Cinco de Mayo.

Not knowing English is like swimming alone in a big sea, but longtime volunteer Marilyn Meyerowitz not only gives her students' life-vests, she shows them how to put them on.

Marilyn Meyerowitz of Elizabeth has been throwing life vests since 1999. As a volunteer tutor for Literacy Volunteers of Union County she has given 735 hours of FREE instruction to over 200 adult students from all over the world. On December 31, 2010 Marilyn Meyerowitz retired after 12 years of tireless tutoring.

"It has been an honor to work with Marilyn over the years and. Her generosity is inspirational."

-Elizabeth Gloeggler, Executive Director of LV-Union County.

Marilyn takes "READING, WRITING, LISTENING and SPEAKING" to heart. Her advanced students read and discuss everything from culture and holidays to social and political issues. After they discuss something, they write about it. Marilyn is not only a tutor, but a longtime friend to Literacy Volunteers. Her commitment to the other tutors in the LV-Union

network is unfaltering. Marilyn is a veracious contributor to their newsletter, sharing tips and activities. One year her group took on the challenge of creating a scavenger hunt for other tutors to use with their students. Marilyn's "Holiday Cultural Exchange" is legendary within the affiliate. Every December her students bring holiday food and stories to share. The evening is full of eating, singing, sharing and of course learning.

This lively and vivacious group and their spunky leader have become a Tuesday fixture at the Elizabeth Public Library. Twelve years spans almost 600 Tuesdays of English learning. Over the years her students have ranged in age from twenty to seventy one and came from Brazil, Ecuador, Mexico, Colombia, Peru, Haiti, El Salvador, Cuba and so many others. Her learners have become U.S. citizens, gotten jobs, gotten better jobs and mastered all kinds of survival skills. Past student Jairo Camacho Mejia said, "Her enthusiasm radiates in the classes making all the students feel excited about the material discussed, even though we are all coming from a long day's work. She also listens to everyone as a friend and everyone feels comfortable and is ready to learn."

In addition to sharing her expertise with others at in-service trainings and through newsletter contributions, Marilyn and her students have helped spread the word about literacy issues. For years Marilyn and her troops spoke at public hearings for local Community Block Grant funding. As their fearless leader Marilyn talked about her experience as an instructor, the students talked about all they had accomplished and how much their Tuesday night class helped. This helped open some eyes about the plight of so many Elizabeth residents and helped secure funding to support more students.

Marilyn's unfaltering commitment to her students and our organization has been evident every day of the last 12 years. It has been an honor to work with her and we look forward to her next big adventures.

Award for Student Excellence

Presented to

David Velasco **Literacy Volunteers of Monmouth County**



David Velasco came to the United States in May 2007. Originally from Oaxaca, Mexico, David had to drop out after completing 11 years of school because his mother could no longer afford to pay his tuition. David worked at odd jobs in his hometown for five years but because he was unable to earn enough to support his wife and child he came to the U.S. seeking greater income.

When David arrived he bought a Spanish/English self-study book at a local store and set out to teach himself English. He also learned English by listening and talking with his co-workers at the restaurant where he was hired as a dishwasher. Although his skills improved he still had difficulty being understood when he spoke and he had difficulty expressing himself. He realized he needed help. David went to LV-Monmouth and found his tutor, David Kuykendall, whom he has worked with since August 2008.

When David's boss at the restaurant said to him, "Why are you taking English classes, you don't need to speak English to be a dishwasher", David was able to tell him that he was taking English because he didn't want to remain a dishwasher his whole life.

Over the past 2 ½ years, David has memorized dialogs, learned songs, told jokes (even entertaining the crowd at LV Monmouth's Annual Recognition Dinner), solved crossword puzzles, read aloud to his tutor in English from a favorite book, "Folk Tales from Mexico", and studied our national holidays.

David meets his tutor at least once a week for two hours and they focus on improving David's listening and speaking skills. David also commits himself to one hour a day of English practice by using computer programs, watching English-language television shows and listening to the radio stations that play popular English songs. David constantly quizzes his tutor about things he has seen or heard but not understood.

David's achievements in speaking and understanding English have helped him in many ways. He has advanced at his job, he is able to communicate in English and be understood, and he is able to participate in activities at his church and within his community.

David is the first to say that learning a new language is not easy and that constant repetition and practice is essential to making progress. No matter how tired or busy he is, David always finds time to do his homework and listen to English being spoken or sung.

David is not only diligent in his studies but he is working hard to attain his English literacy and life goals. He wants to get a job in the tourism industry and knows learning English will eventually get him there. David's sunny and optimistic personality, along with a wonderful sense of humor, encourages not only other students but volunteers who are taking tutor training and everyone in his community.

Award for Student Excellence



Jefferson Vidal with his tutor Isabel Lopez Kupilik

Presented to

Jefferson Vidal Literacy Volunteers of Monmouth County

Jefferson Vidal, from the English speaking country of Dominica, started with Literacy Volunteers of Monmouth County in 2005 reading at a first-grade level. Jefferson had trouble with letter sounds and pronunciation and his writing was minimal. After a break due to transportation challenges, Jefferson returned to LV-Monmouth in March 2009 ready to resume his learning. Along with his

goal to read and write, Jefferson wanted to get a driver's license and green card. Over the past two years he achieved both these goals. His newest goal is to get his U.S. Citizenship and he is working diligently with his tutor to accomplish this.

With his new driver's license Jefferson is now able to drive to his tutoring sessions or to work and he has become much more independent. Being able to read and write has also opened up new learning opportunities. He is currently participating in LV-Monmouth's independent computer learning lab on Monday evenings so that he can improve his computer, reading and writing skills.

Jefferson has been involved with his affiliate in several ways. He has participated in demonstrations of actual tutor/student tutoring sessions for volunteer tutors-in-training, he has participated in recruiting students and tutors at local information fairs and community events and he has participated in fundraising by volunteering to wrap purchases at their annual gift wrapping stints at the Borders Bookstore during the holidays. In addition, he was one of the guest speakers at LV-Monmouth's annual fundraising dinner and donated 4 hours of his time as a live auction item, to help the highest bidder with gardening or household repairs. Jefferson is always willing to share his story and his tutoring experiences which serve to inspire both new and old tutors and potential students.

Jefferson is a great example of what can happen when a student is able to increase their reading and writing skills to such a level that they are able to improve their life by getting a driver's license, learning how to use a computer and applying for new job opportunities.

Jefferson is special because he is a great example of what can happen when a student is able to increase their reading and writing skills to such a level that they are able to improve their life by getting a driver's license, learning how to use a computer and applying for new job opportunities. With Jefferson's new found confidence in his ability to learn he jumps at the chance to tell both students and tutors what the program can do. Jefferson's engaging smile, positive attitude toward learning, along with his life story, all work in helping to recruit volunteer tutors and students for our literacy programs.

Workshop Descriptions

9:30– 12:45 (Double Session)

Teaching Reading: Basics and Beyond... Based on Research and Experience **Room 2012**

Target Audience: Basic Literacy Tutors & Trainers, Program Leaders

Students enrolled in basic literacy programs have struggled with reading skills for many years. This workshop will briefly cover the results of federal research into adult reading, the impact of learning disabilities on adult learning, and some hands-on experience in tutoring/teaching activities that can make a difference. Participants will engage in a series of exercises to learn how to build on a sequential program for learning to read.

June Justice Crawford, Crawford Education Consulting

What Tutors Can Do to Increase Health Literacy **Room 2010**

Target Audience: ESOL/Basic Literacy Tutors & Trainers, Program Leaders

Navigating the U.S. healthcare system is extremely challenging. Two decades of research indicate that today's health information is presented in ways that is not usable by most Americans. Participants will examine the changing definitions of health literacy, the impact of low literacy on health, and the role that culture plays in determining health practices and beliefs. We will identify some of the many literacy tasks needed to understand and act on health information and how to incorporate skill-building activities into tutoring sessions. In addition to providing useful health literacy resources for adult literacy students, each attendee will also receive a copy of *Staying Healthy: An English Learner's Guide to Health Care and Healthy Living*.

Elissa Director, Health Literacy Consultant/NJ Health Literacy Coalition & LVNJ Master Trainer

9:30– 11:00

Student Roundtable

Student Roundtable 1 will meet in Room 2032. Student Roundtable 2 will meet in the Ballroom

Target Audience: Adult Learners

Come and meet fellow students from throughout the state. Everyone will have a chance to share their success stories and challenges. We'll also discuss ways that students can take leadership roles in their local literacy programs.

Stella Segura, ESL Program Coordinator, LV-Plainfield Public Library

Dawn Thomas, ESL Program Coordinator, LV-Union County

Tips & Techniques for Encouraging New Writers

Room 2040

Target Audience: ESOL/Basic Literacy Tutors & Trainers

This workshop will focus on ways to provide effective writing instruction for adult literacy students. We will discuss tips and techniques for encouraging new learners to write and how to help them become more proficient writers. Participants will practice writing exercises they can use with their students.

Perrine Robinson-Geller, Adjunct Faculty, Union County College & LVNJ Board Member

Workshop Descriptions

9:30– 11:00 continued

Equipped for The Future—What Is It, and How Do We Use It?

Room 2042

Target Audience: ESOL/Basic Literacy Tutors & Trainers

The EFF – Equipped for the Future – standards for adult literacy and lifelong learning were developed to prepare adults with what they need to know and be able to do to carry out their roles as parents, citizens, and workers. The 16 EFF standards define and focus on the core knowledge and skills adults need to effectively carry out their adult roles. Lecture, discussion, video and activities will prepare anyone in adult literacy to incorporate EFF into lessons, the classroom and tutoring sessions.

Leigh Freeman, Project Manager, NJN Public Television & LVNJ Board Member

Preparation for U.S. Citizenship

Room 2025

Target Audience: ESOL Tutors, Trainers, Program Leaders

This workshop will provide an overview of the current context of the naturalization process. The focus will be on the methodology and materials used for successful preparation for the interview and exam, as well as accommodating the needs of the adult learner in this process. A variety of resource materials will be shared, including textbooks, CDs, websites and videos.

Sister Peggy Nulty, Instructor, Ocean County Consortium & Adjunct Instructor, Georgian Court University

Judith Robertson, ESL Instructor, Lakewood Citizenship Preparation Program & Maplewood School District

Revisions to The Guide for Training Adult Literacy Tutors

Room 2031

Target Audience: Program Leaders, Trainers

LVNJ has revised *The Guide for Training Adult Literacy Tutors* based on feedback from affiliates who have been using this training model. This session will provide an overview of the revisions and the new modules that are now included.

Elizabeth Wilk, Trainer, LV-Mercer County & LVNJ Master Trainer

Vivian OKrepky, LVNJ Master Trainer

Chris Sienkelewski, Co-Owner, 3 Bridges, LLC

Public Relations Practices: Attracting Volunteers, Contributions & Attention to Your Literacy Program

Room 2044

Target Audience: Program Leaders & Board Members

This workshop will explain the “how- to’s” of branding your literacy program. Public relations strategy has changed over the past few years. We are no longer the “sign in the grocery store” society. This workshop will instruct you on the no- budget actions you can perform to become better known in your community. In this session, we will discuss building name recognition, announcing chapter events through press releases, gaining contacts in the community and media, building public relations standards and practices, and using email, the web, and social networking sites.

Christopher M. Chrepta, LV-Monmouth County Tutor & Public Relations Volunteer

Workshop Descriptions

11:15-12:45

Budget Basics

Room 2032

Target Audience: Adult Learners

This course offers students an exciting and interactive way to learn how to make tough choices when budgeting in today's economy. It also presents a sample budget sheet that we will complete. We will also discuss the basics of banking and credit cards.

Diane Venus, ESL Instructor/Financial Literacy Instructor, Jersey City Library Literacy Program

Effective Resume Writing

Room 2025

Target Audience: ESOL/Basic Literacy Tutors & Trainers, Adult Learners

Learn about an effective resume and the role it plays in a successful job search. You will learn to design a resume that gets you an interview for the job you want. Topics include resume elements, formats, keywords, skills, traits, and accomplishments. The workshop is interactive and will include exercises and handouts to give you a head start.

Kathleen Schneider, ESL Student Assessor/Coordinator & Volunteer ESL Instructor, LV-Monmouth County

Learning Words: Understanding How to Build Vocabulary

Room 2040

Target Audience: ESOL/Basic Literacy Tutors & Trainers

We all know that a strong vocabulary is essential for the success of both our ESL and literacy students. The challenge we face as tutors is, how do we teach vocabulary in a meaningful way so that students can understand, remember, and use new words? This workshop will answer that question by providing tutors with an understanding of simple, research-proven steps for effective vocabulary instruction. A variety of activities and games that support vocabulary building will be shared.

Daniel Scibienski, ESOL Coordinator, Greater Brunswick Charter School & LVNJ Master Trainer

Creating Technology-Based Projects for Adult Basic Education

Room 2031

Target Audience: ESOL/Basic Literacy Tutors & Trainers

This workshop will begin with a presentation of sample projects that teachers have crafted with their students using easily accessible technology (e.g., powerpoint, voice recording, video editing, blogging, google maps, etc.). Participants will then try their hand at using some of these technologies to create classroom activities. The facilitator will provide technical support and will help participants think through the benefits and drawbacks of technology-based projects.

Erik Jacobson, Assistant Professor, Montclair State University

Financial Literacy for Nonprofits

Room 2044

Target Audience: Program Leaders & Board Members

This session is aimed at executive directors and board members of literacy programs. In this session we will discuss the basics of financial reporting, the fiduciary responsibilities of boards, and how to read a Profit & Loss Statement and Balance Sheet. We will also examine the critical questions to ask yourself, ED and auditor.

Brian Keenan, President, Real Estate Advisory and Development Services (READS)

Workshop Descriptions

11:15-12:45 continued

What Tutors Learn from Training: Implications for Ongoing Support

Room 2042

Target Audience: Program Leaders, Board Members, ESOL/Basic Literacy Tutors, Trainers

This session will report on research about what tutors actually do during instructional settings and how that reflects the training they received. It will suggest specific strategies for ongoing support that focus on filling in the gaps between training and instruction to improve learner outcomes. Findings will be described from research on what students and tutors actually do together from programs with four different kinds of training approaches. Participants will have the opportunity to look at transcripts from tutoring sessions and discuss student and tutor strengths and challenges and mechanisms for addressing gaps in tutor knowledge. Participants will have the opportunity to brainstorm next steps for their programs.

Alisa Belzer, Professor, Rutgers University, Graduate School of Education

2:45-4:15

Reading Medicine Labels

Room 2032

Target Audience: Adult Learners

In this workshop, we will discuss the difference between over-the-counter and prescription medications, identify information on a prescription label, and practice understanding instructions for taking medication. Each student will receive a copy of the workbook "*Staying Healthy: An English Learner's Guide to Health Care and Healthy Living*", published by the Florida Literacy Coalition.

Vivian OKrepky, LVNJ Master Trainer

Jennifer Shukaitis, Regional Program Coordinator, YMCA Diabetes Prevention Program

Reading with Understanding

Room 2010

Target Audience: ESOL/Basic Literacy Tutors & Trainers, Adult Learners

Many struggling readers of all ages view reading as a decoding of sounds; they do not view reading through the lens of making meaning. This workshop is designed to give students specific strategies to use when there is a comprehension breakdown. This workshop will provide examples of successful reading strategies that educators can teach struggling students. The emphasis will be on the reading process and effective teaching strategies to promote comprehension and critical thinking skills. Participants of this workshop will experience hands-on practice with some of the reading strategies presented in the workshop.

Briana Nurse, Instructor, Hudson County Community College

Hands on Math: Using Manipulatives to Teach Basic Math Skills

Room 2012

Target Audience: Basic Literacy Tutors & Trainers

Many adult learners fear math and lack the basic reading skills to utilize some introductory math materials. This workshop will present suggestions for the use of hands-on materials that can be simply and inexpensively produced for a lesson as an interesting and non-threatening way to approach math. The presenter will discuss math anxiety in the adult learner, simple methods for identifying the possible presence of learning disabilities in the learner, and methods for encouraging the learner to participate. The final portion of the workshop will be a number of activities that will demonstrate to the participants how they can produce materials that will allow their student(s) to learn through their senses and not have to depend solely on reading to learn math.

Wendy Duignan, Professor, Niagara University

Workshop Descriptions

2:45-4:15 continued

Getting Students To Use Critical Thinking Skills

Room 2040

Target Audience: ESOL/Basic Literacy Tutors & Trainers

Critical thinking skills can be taught to students by encouraging them to apply their knowledge, question what they read and look beyond the surface message of media. Participants will learn how to encourage students to pose questions that require thought. Participants will also learn to teach students how to reflect on what they have read and learn the fundamentals of writing open-ended questions.

Joseph Caniglia, Professor, Hudson County Community College

Becoming a Better Reader

Room 2042

Target Audience: Adult Learners

Many new readers have trouble understanding what they are reading. In this session, we will talk about how to prepare for reading, questions to ask while reading, and other strategies to use to become better readers.

Erik Jacobson, Assistant Professor, Montclair State University

Parents as Literacy Partners

Room 2025

Target Audience: ESOL/Basic Literacy Tutors & Trainers, Program Leaders

One significant component of any adult literacy program is parent education. A parent's involvement with his or her child's literacy education can increase their own literacy success. By guiding parents in critical thinking and decision making, parents can learn the best ways to foster literacy learning, both inside and outside of school. In this workshop tutors will learn ways to help parents share questions and tips about learning and child development while focusing on creating a family atmosphere where literacy is valued and practiced. There will be hands-on materials and activities that can be used in a tutoring situation or as a professional development program.

Chris Sienkelewski, Co-Owner, 3 Bridges, LLC

Board Talk

Room 2044

Target Audience: Board Members

In this session, we will discuss the most pressing issues currently facing LV programs and explore ways our network might work together to make our organizations more sustainable. We will look at collaborative models from other organizations and assess their viability for LVNJ and affiliates. This is a great opportunity for affiliate board members to share ideas and network with their peers from around the state.

Hal Beder, LVNJ Board President

Jane Brady, LVNJ Board Member

Donating Online - How to Make it Work Best for Your Nonprofit

Room 2031

Target Audience: Program Leaders & Board Members

This workshop covers basic options for using donating online tools and will help you decide the best option for your organization. We will examine how the donation tool works and compare some popular tools, such as Razoo, Network for Good, JustGive and Guidestar. We will discuss strategies for maximizing the effectiveness of your online donation process.

Marion Conway, Marion Conway Consulting

LVNJ Member Programs

Jersey City Library Literacy Program

(201) 547-4518
literacy@jclibrary.org
www.jclibrary.org/service/
literacy.php

LVA-Cape Atlantic, Inc.

Pleasantville
(609) 383-3377
LiteracyVolun-
teers@comcast.net
www.lvacapeatlantic.org

LV-Camden County

Camden County Library
Voorhees
(856) 772-1636
dweinb@camden.lib.nj.us
lva.camden.lib.nj.us

LV-Bergenfield

Bergenfield Public Library
(201) 387-4040
donald.hansen@bccls.org
www.bccls.org

LV-Burlington County

Willingboro
(609) 877-5566
lvbc@burlcoliteracy.org
www.burlcoliteracy.org

LV-Englewood Library

Englewood Library
(201) 568-2215
lvaenglewood@yahoo.com
www.engagewoodlibrary.org/lit
eracy.htm

LV-Gloucester County

Turnersville
(856) 218-4743
info@literacyvgc.org
www.literacyvgc.org

LV-Hunterdon County

Hunterdon Helpline
Flemington
(908) 284-0042
literacy@helplinehc.org

LV-Mercer County

Hamilton
(609) 587-6027
lvmerc@verizon.net
www.princetonol.com/groups/
lvamc

LV-Monmouth County

Brookdale Community College
Long Branch
(732) 571-0209
lvmon-
mouth@brookdalecc.edu
www.lvmonmouthnj.org

LV-Morris County

Morristown
(973) 984-1998
lvamorris@yahoo.com
www.lvamorris.org

LV-Ocean County

Ocean County College
Toms River
(732) 864-9646
lva@ocean.edu

LVNJ

Metuchen Nonprofit Center
(732) 906-5456
jt@lvnj.org
www.lvnj.org

LV-Pascack Valley

Westwood Public Library
(201) 664-7597
lostumbo@bccls.org
http://westwood.bccls.org

LV-Plainfield Public Library

Plainfield Public Library
(908) 755-7998
www.plainfieldlibrary.info

LV-Union County

Plainfield Public Library
(908) 755-7998
literacyinfo@lvaunion.org
www.lvaunion.org

LV-Salem/Cumberland Counties

Tri-County Community Action
Agency, Bridgeton
(856) 497-6621
literacy@tricitycaa.org
www.tricityliteracy.org

LV-Somerset County

People Care Center
Bridgewater
(908) 725-5430
info@literacysomerset.org
www.literacysomerset.org

LV-Sussex County

Newtown
(973) 300-9444
lvasc@tellurian.net
www.literacyforyou.org

LV-West Hudson

Kearny
(201) 998-3336
lvwesthudson@verizon.net
www.lvwesthudson.org

Newark Literacy Campaign

Newark Public Library
973-494-3994
newarklit@aol.com

Project Literacy of Bergen County

Hackensack
(201) 489-7066
spodbielski@project-literacy.org
www.project-literacy.org

**Visit our website at
www.lvnj.org
to find links to
local programs.**



MONTCLAIR STATE UNIVERSITY

Early Childhood, Elementary, and Literacy Education Department Montclair State University

<http://cehs.montclair.edu/academic/ecele/>

The Early Childhood, Elementary and Literacy Education Department is committed to preparing critical professionals who can improve the lives of children, youth, and adults by implementing effective care, education, and literacy programs. In order to meet this challenge, our students build a strong knowledge base through inquiry and action research, develop skills and dispositions as reflective and caring practitioners, support and enhance systems that demonstrably include and respect all children, youth, adults, and their families, and provide professional leadership on local, state, and national levels.

Here are two of our programs that might be of interest:

Graduate Reading Specialist Certification

The Reading Specialist Program is a 27 credit program designed to provide literacy educators with appropriate experiences and solid grounding in the field of literacy. It is expected that students will graduate with a comprehensive understanding of literacy's broad definition, sociopolitical underpinnings, and the ways they can effectively serve as change agents in their respective spheres of influence. Students will be equipped with both the skills and dispositions to effectively advocate for the field of literacy and the profession of literacy educators.

Graduate Certificate in New Literacies, Digital Technologies and Learning

The certificate in New Literacies, Digital Technologies and Learning focuses on developing educators who are able to use a range of digital technologies as a seamless part of literacy instruction. It focuses on literacy practices that are mediated by digital technologies (i.e. blogging, gaming, social networking) or that are newly recognized as literacies (i.e. fanfiction writing, narrative video making). The program provides educators with sound theories that help shape practice, along with practical strategies for developing effective ways of using new literacies and Web 2.0 technologies in learning contexts.

Please check out our home page for information about our other programs.

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