

Resources for the Adult Educator

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In this issue:



Speaking



Writing



Classroom Management



Professional Development



Exploring Resources



Tutor Profile



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CELEBRATING 20 YEARS

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Editor's Corner

Happy New Year! Can you believe that 2023 is already here? 2023 marks the 20th anniversary of ProLiteracy, so it's a special year. Here's what you can expect in the first *Notebook* issue for this year.

When prepping students for the U.S. citizenship test, it's only natural to focus on civics and history-related questions. One area that you may not cover as closely is preparing students for any dialogue they will have with the examiner. The small talk that they will make is an important part of the exam experience. In "Preparing Students for Citizenship Test Small Talk," discover how to better prepare students with the basic conversations that they may have during their citizenship interview.

Next up is a focus on writing. Have you ever heard of MakeBeliefsComix.com? It's a website created by Bill Zimmerman, a former newspaper editor who now focuses on colorful, easy-to-use, visual-based writing prompts. His site can be used in a variety of class settings. Our article "Using MakeBeliefsComix to Prompt More Writing from ELLs, Basic Literacy Students" includes an excerpt from MakeBeliefsComix.com that prompts students to write about where they are from.

Reflect for a second on how and when students reflect on your class lessons. Do they have enough time to process their learning and consider how to apply it in their daily life? "Encouraging Self-Reflection on Lessons" shares some ways to easily incorporate self-reflection into lessons.

Next, think about any tests that your students may take in the coming months. Are they nervous about taking those tests? If that answer is yes, then they certainly are not alone in that feeling. Test anxiety is a real thing for students in all types of classes. "9 Tips to Help Students With Test Anxiety" gives you tools to address this topic.

Exploring Resources includes a mix of interesting resources and more information about ProLiteracy's 20th anniversary. Finally, this issue's Tutor Profile focuses on a student and teacher in Des Moines, Iowa, who decided to come together and form a nonprofit cleaning organization that provides jobs and English classes.

—The Editor

Preparing Students for Citizenship Test Small Talk

Purpose

To prepare students taking the U.S. citizenship test for the type of small talk they will use with the examiner.

Rationale

From the Civil War to the Constitution, students must study a large mass of information in advance of the U.S. naturalization test. With the focus on history and civics, one aspect of test prep may get lost in the mix: small talk with the examiner. Test examiners often start the citizenship interview with an informal greeting to put the applicant at ease and to get a quick sense of the applicant's level of English proficiency. This may include basic greetings, talk about the weather or local traffic, or similar small talk conversation.

Although students do not need to be adept with small talk to pass the test, a lack of response could lead an examiner to believe that the applicant may not be proficient enough in English to pass the citizenship test.

For this reason, a lesson (or lessons) that focus on small talk in advance of the citizenship test can help students better prepare for this short but important part of the interview.



More Information

English Test: Small Talk

<https://uscitizenshipsupport.com/us-citizenship-test-small-talk/>

U.S. Citizenship Support has small talk prompts similar to the ones in this article and also includes the option for students to listen to part of the prompts.

English Speaking Practice for U.S. Citizenship Interview

<https://www.youtube.com/watch?v=HYDIVVmRUy8>

This 35-minute video from the ESSA Group reviews different ways examiners might ask questions during the N400/citizenship interview. Around the 40-second mark, the video briefly discusses the role of small talk in the interview and gives a few sample phrases.

“Citizenship: Passing the Test/Ready for the Interview”

<https://www.newreaderspress.com/citizenship-ptt-rfi-sb>

This updated resource from New Readers Press helps prepare students for the N-400 interview. If you search “Citizenship: Passing the Test” on the NRP site, you can find various related components, including the Teacher’s Guide and a workbook.

(continued on page 4)



More Information

(Continued from page 3)

Citizenship: The Interview— Online Course

<https://proliteracyednet.org/citizenship>

ProLiteracy's Education Network has a 1 ½ hour free course called "Citizenship: The Interview" that is a great match for anyone using the "Citizenship: Passing the Test" series from New Readers Press. The online course can help boost student confidence as they prepare for the test. Education Network requires a free account registration.

YouTube Video Series from Catholic Charities Milwaukee

Catholic Charities Milwaukee (Wisconsin) has produced a series of helpful videos related to citizenship as well as other topics relevant to immigrants and refugees. The videos are available for free on YouTube. Here are a few of the videos that may be of interest to those going to the naturalization interview:

- **How to Become a Citizen**
<https://tinyurl.com/af65jrww>
- **Citizenship Waivers | What You Need to Know**
<https://tinyurl.com/2j3canm2>
- **How to Prepare for Your Citizenship Interview**
<https://tinyurl.com/8vjnrjd8>
- **Citizenship Mock Interview**
<https://tinyurl.com/h624xphz>
- **Good Moral Character for U.S. Citizenship | What You Need to Know**
<https://tinyurl.com/bdcnwexv>
- **U.S. Citizenship Test | 100 Questions**
<https://tinyurl.com/ys7uer53>
This features a series of short videos with all 100 questions.

The Basic Activity

1. **As students come into class, start to use some of the small talk phrases you'll practice with this lesson.** You likely already engage in small talk with students, but use these phrases more intentionally so you can point them out to students when the lesson starts.
2. **Ask learners if they know what small talk is.** As you explain what it is, ask students if they know why small talk may be important during the citizenship interview. Let them know that it's a way to help the test examiner be friendly but also quickly measure their level of English. Let students know that the class will practice some small talk that may occur prior to a naturalization interview.
3. **Provide students with a copy of the handout on page 5.** Give them time to review the phrases on their own or with a partner. Go over phrases to reinforce pronunciation. Depending on their level of English proficiency, students may already know some of the phrases. Answer any questions about unfamiliar phrases.

Point out to students that each section has one or two possible answers. They can give other answers, but the ones we share may be more common.
4. **Ask for a volunteer to practice a small talk conversation similar to one that might take place prior to the naturalization interview.** If needed, model the conversation more than once.

Show students that you can add time elements to several of the phrases. For instance, "How was the traffic this morning?" or "How did you get here today?" Also, while modeling the phrasing, demonstrate how it's appropriate to combine several phrases together. For example, "Good morning, Mr. Perez. Are you ready for your interview today?"

Discuss with students how long they think small talk should be before the interview. This gives them a sense of how long they will want to make their practice conversations.
5. **Have learners work in pairs to practice some small talk as it may be used prior to the interview.** Once they practice with one student, have them switch to practice their small talk with another student. Continue this process as time and student interest permits.
6. **Encourage students to use small talk phrases outside of the classroom.** Brainstorm some places where they can practice, including at work or while shopping.
7. **When students return to class, use the small talk phrases again during the start of the class.** Have them once again work in pairs to practice their pre-interview small talk. Continue practicing with students until you feel they are sufficiently comfortable with many of the phrases on the handout.

Small Talk for the Citizenship Test

Greetings

- Good morning/Good afternoon.
- How are you?
- How are you doing?/How ya doing?
- How's it going?
- (On a Monday) How was your weekend?

Possible answers: I'm good, thank you. And you? My weekend was good. How was yours?

Compliments

- I like your (jewelry/shoes/handbag).
- That's a nice (handbag/shirt)./Those are nice (shoes).

Possible answer: Thank you!

Weather

- How's the weather (out there/today)?
- What's the weather like outside?
- Is it still (raining/snowing)?
- Is it getting hot/windy out there?

Possible answers: It's a little cold out.; Yes, it's still snowing.; It's warming up today.

Transportation

- How did you get here?
- Did someone bring you here?
- Did it take you long to get here?
- Did you have any trouble/problems getting here?
- Did you have any trouble/problems with parking?
- How was the traffic? Did you run into traffic?

Possible answers: It took me about 30 minutes.; I found parking easily, thanks.; Yes, there was some traffic on the way here.

Waiting Room/Companions

- Have you been waiting here long?
- What time did you get here?
- Did anyone come with you?/Is anyone here with you today?

Possible answers: I've been waiting about 20 minutes.; Yes, my husband/wife is with me.; I got here at 9:30.

Citizenship Related

- Why are you here today?
- Did you study for the citizenship test?/ Have you studied for your citizenship test?
- Are you ready for your test/interview?
- Why do you want to be a citizen?

Possible answers: I'm here to take the citizenship test.; Yes, I studied a lot.; I think I'm ready.

Clarifications

Note: These are phrases for students to use if they aren't sure what the examiner said.

- I'm sorry, what did you say?
- Could you repeat that?
- Could you say that again, please?





Using MakeBeliefsComix.com to Prompt More Writing from ELLs, Basic Literacy Students

More Information

See You in the Funny Papers

<https://tinyurl.com/3jgtxcpd>

AARP Magazine wrote about Bill Zimmerman and MakeBeliefsComix.com in 2019. Read the article to discover more about how the website got started and how people have used it.

MakeBeliefsComix for ESOL/ Literacy Students

<https://makebeliefscomix.com/esolliteracy/>

This page of the site is dedicated to ELLs and literacy students.

30 Ways to Use MakeBeliefsComix in the Classroom

<https://makebeliefscomix.com/ways-to-use-mbc-in-the-classroom/>

This link contains both an article and videos that demonstrate how teachers can use the site. From practicing new vocabulary words to life skills practice and much more, the site's resources are versatile.

"Something to Write About"

<https://makebeliefscomix.s3.amazonaws.com/wp-content/uploads/2017/08/Something-To-Write-About.pdf>

Find out more about this free resource in the page 7 sidebar.

Purpose

To present the website MakeBeliefsComix.com as a resource for writing exercises for ELLs and basic literacy students and to highlight a specific writing prompt from the site.

Rationale

Do your literacy students and English language learners (ELLs) enjoy writing? Or does it take extra time and effort to get them to write? Sometimes, it could just be a matter of combining creativity with the task of writing.

The website MakeBeliefsComix.com provides teachers and students with a variety of resources where they can create comics or drawings and write text to accompany them. Using the resources from the site, students can create stories, or they can write about themselves. With some of the resources, they can send greeting cards or comics they created to friends and family. They also can create personalized comic strips.

The award-winning site has been used by special education teachers, art therapists, and grandmothers, to name just a few, according to an AARP article (see the article link in this page's sidebar).

MakeBeliefsComix.com was created by former newspaper editor Bill Zimmerman, who has also taught ELLs in the past.

Our article features one specific MakeBeliefsComix.com resource called "I Come From..." This resource is best used with ELLs but also can be used in other adult literacy settings. It could fit in well with a new class that is getting to know each other.

The Basic Activity

1. **Have the writing prompt "I Come From..." ready to share with students.** Use the QR code on page 7 to access it. Or they can find it online at https://makebeliefscomix.com/_downloads/Something-To-Write-About/Come-From-66-67.pdf.
2. **Write or say, "Where are you from?"** You may already know where many or all of your students are from, but this will be a starting point to get students talking for this activity. As students start to say where they are from, ask a few more questions based on the writing prompt. For example, you can ask:
 - Are you from a city or rural area?

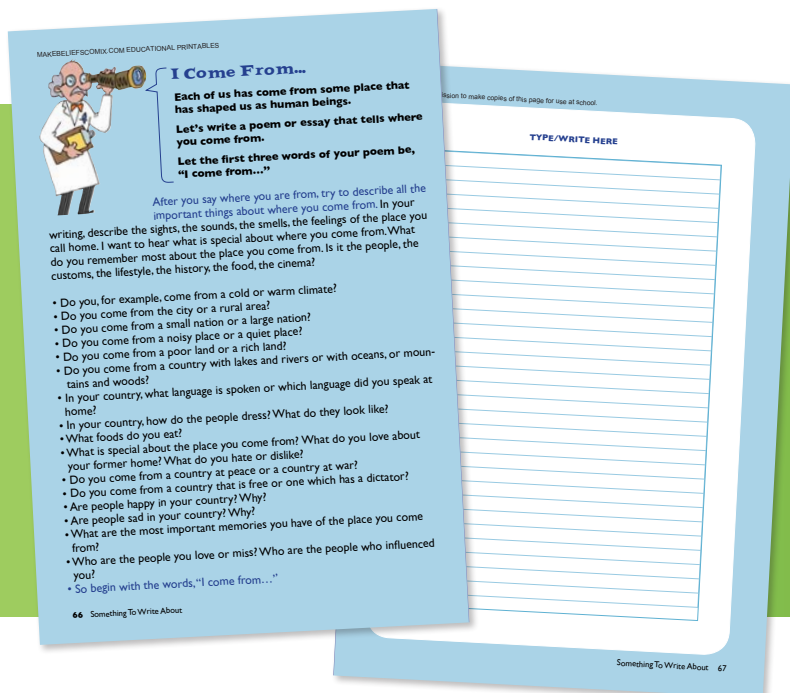
- What language do people speak in your country? What language do you speak at home?
- Are people happy in your country? Why?

Add other questions as you see fit, and encourage students to ask questions of each other.

3. **Let students know that they will complete a writing exercise that gives them more chances to share details on where they are from.** Provide them with a link to the writing exercise “I Come From...” or a printed copy of it.
4. **Go over the questions shared with “I Come From...” with students.** You can give them time to read the questions on their own or read the intro and some of the questions aloud. Remind students that they don’t need to answer every single question in their writing. The questions are there to prompt some ideas. There may be other information they want to share about where they are from.
5. **Ask students to begin their writing with, “I Come From...”.** They could also do their writing as a poem rather than paragraph(s); you can decide if you want students to attempt that or not.

Give the class time to complete their writing. Guide students as needed if they are having trouble getting started. If they are completing their work electronically, remind them to save their work.

6. **When finished, ask if there are volunteers who want to share their writing.** Here are a few ways that you can expand this activity:
 - Collect all the drafts and provide feedback.
 - Let students revise their writing to make it stronger. Follow any revision process you’ve used in the past.
 - Display students’ writing in the classroom.
 - Ask students to draw a picture related to their writing.



Highlights From “Something to Write About”

One resource on the MakeBeliefsComix website is the free, 72-page downloadable book, “Something to Write About: Writing Prompts for English Language Learners and Literacy Students.” The excerpt “I Come From...” is part of that book.

Here are some other topics covered in the book:

- Write About a Good Friend
- Write About Your Name
- Do You Remember a Story Someone Told You as a Child?
- What Kind of Business Would You Like to Own? Or What Kind of Job Would You Like to Have?
- Tell Me Something That Makes You Feel Proud
- Describe a Hardship You Have Experienced
- Who Is Your Hero?
- What Was Your First Day in the United States Like?
- Write About Your Home

Visual of “I Come From...” in *Something to Write About*, MakeBeliefsComix.com and Bill Zimmerman.

Click here or scan QR code to download.





Encouraging Self-Reflection on Lessons

More Information

Sample Exit Tickets

<https://tinyurl.com/58vnc2zh>

Learn more about exit tickets and possible ticket prompts in this article from Brown University.

10 Fun Ways to Reflect on Your Teaching

<https://tinyurl.com/ycxv2auj>

This four-minute video from BookWidgets encourages teachers to be reflective on their own teaching.

3 Ways to Obtain Timely Feedback and Encourage Students to Reflect on Their Learning

<https://tinyurl.com/4ja32avb>

Here are three suggestions to encourage learner reflection, shared by the University of Chicago.

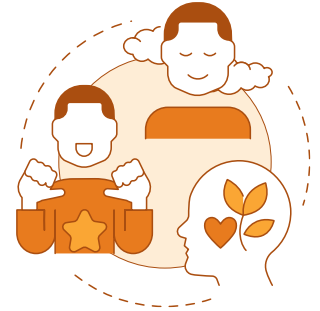
Response: Students Must 'Reflect on What They Are Learning'

<https://tinyurl.com/2s3jsj2b>

Find a treasure trove of thoughts on reflection in the classroom in this article from teacher and writer Larry Ferlazzo and other teachers, published in *Education Week*.

Purpose

To present three ways to encourage more student self-reflection on what they have learned.



Rationale

Think about the typical parts of a lesson: introduction, presentation, practice, independent practice, and assessment. In the rush of teaching, it may be easy to ignore another step: reflection. Reflection gives students time to consider what they've learned and how they will apply it in the future. Reflection is often an underappreciated, but still valuable, part of a lesson.

What are some ways to encourage students to practice reflection after a lesson in an adult literacy setting? Here are a few examples.

The Basic Activities

The Exit Ticket

An exit ticket is a short document with a prompt or two for students to reflect on what they learned during class. The idea is for students to jot some quick thoughts at the end of class.

On your exit ticket, include one or two questions that encourage self-reflection from students. Some example questions include:

- Name one important thing you learned in class today.
- How will you apply what you learned today?
- What questions do you still have about our lesson?
- How could today's class have been improved?

Provide students with a few minutes at the end of class to complete their exit ticket. Collect the exit tickets as students leave class. You also could have students huddle together briefly to discuss their responses. If you are meeting virtually, students can complete their virtual exit ticket in the chat function. There also are virtual tools to help create exit tickets; see the Ditch That Textbook resource in the sidebar on page 10 for more information.

Use exit ticket feedback to see what students picked up the most from your lessons and to assess any room for improvement in your teaching.

Reflective Journaling

With this approach, students keep a journal to reflect on what they've learned. You can use this several ways:

- Have scheduled time at the end of each class for students to write in a journal about what they learned that day. Or they can write in their journal about what remaining questions they have related to the lesson.
- You could ask students to write in their journal outside of class, as homework.
- Decide how you want to review reflective journal entries. Will you collect journals once a week/month to review what students wrote? Do you plan to provide a lot of feedback or just check to show that you saw what they wrote? Let students know your expectations.
- You can provide a variety of questions related to self-reflection for students to respond to, just as you might vary the questions used for exit tickets.

Students can keep a journal electronically or on paper. They also could keep a blog with what they wrote, even if they set it up so it's private.

If you have students hesitant to journal frequently, consider the option of a short video they could create and share with you.

Show of Hands

For a quick reflection that doesn't involve paper or technology, you can ask for a show of hands. Have specific yes/no questions in mind that still require reflection from students. Some examples might be:

- Did this lesson help you better understand (insert subject matter here)?
- Was the lesson easy to follow?
- Do you have other questions about the lesson?

More Information

Scaffolding Techniques for English Language Learners

<https://www.youtube.com/watch?v=zPIK3nUONJg>

Find ideas for reflection and other classroom components in this 2022 ProLiteracy webinar.

Stop and Think: Teaching Students to Reflect

<https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/>

The ideas in this article from Responsive Classroom are generally more suited for younger students, but some of the open-ended questions could still work with adults. Here are a few of the open-ended questions related to how students learn:

- What are some ways you figured that [lesson/problem] out?
- How is this strategy helping you?
- What class activities helped you learn the most?
- What skills or strategies did you use to help learn this content?
- What help did/do you want from your teacher?

– EXIT TICKET –

Name one important thing you learned in class today.

More Question Possibilities for Self-Reflection

20 Ideas for Exit Tickets in the Classroom

<https://ditchthattextbook.com/10-ideas-for-digital-exit-tickets-and-some-analog-ones-too/>

The website Ditch That Textbook, led by instructor Matt Miller, shares information and several ideas related to exit tickets, both virtually and in print. He also guides readers through creating an exit ticket electronically.

Miller shares several interesting questions that instructors can use on exit tickets, including:

- What two things stood out to you most today?
- If you had to describe what you learned today simply to a young child, how would you describe it?
- Design a T-shirt that represents something you learned today.
- What are you most confused about?
- How hard did you work today on a scale of 1 to 4?
- What could I, the teacher, do differently to help you learn?
- How are you doing today? (This may veer away from academic reflection but serves as a social-emotional check-in, Miller says.)

A Few Tips for Using Self-Reflection Activities

- **Let students know that they won't be graded on their responses.** You may decide to grade them or give them credit for completing their exit tickets or reflective journaling, but students should be able to reflect on lessons as they see fit.
- **Good learners take the time to reflect on what they've learned in any setting and consider how they can apply it elsewhere in their life.** This helps them learn to reflect not just on your classroom lessons but in other facets of life. Reinforce this with students as you incorporate more self-reflection into lessons.
- **Decide if you want students to write their name on their exit tickets.** If you are giving them credit for completing it, then they should have their name on it. Otherwise, you may want to offer the option of an anonymous response.
- **Consider adding reflection to the beginning of the next lesson.** When you start class, you can ask students what they learned from the previous class. Or you can ask, "What do you remember about (insert lesson topic here)?"
- **Use self-reflection tools consistently.** This gets students in the habit of reflecting.
- **Change up your self-reflection questions from time to time.**



9 Tips to Help Students With Test Anxiety



Purpose

To provide strategies for instructors to help students cope with test anxiety.

Rationale

Test anxiety is a real issue for many adult literacy students. Whether they are prepping for the GED® or HiSET® test, a test that measures their English proficiency level, or any other type of test, most students are likely to have some jitters.

The good news is that there are ways for instructors to support students to help them cope with or overcome their test anxiety. This article presents several tips that instructors or their students can use to feel more at ease with test taking.

9 Tips to Help Reduce Test-taking Anxiety

- 1. Discuss with students how they feel about taking tests.** This can help you find out whether they typically feel test anxiety and gives everyone in the class a chance to swap stories about what has helped or not helped in the past. Reassure them that feeling nervous about taking a test is normal. You can also discuss what may be some good strategies to prepare for a test to feel less anxious about it.
- 2. Expose students to the test-taking environment as best you can.** Where will the test site be? What will happen to students from the moment they get to the test-taking site until they finish the test? Will they go through any security? Will they be in a large room or a small room? Will they hear any noise during the test?

If at all possible, guide students through a simulated test-taking experience. If you can take them to visit the test site, do so. Otherwise, encourage them to practice how to get there in advance and have a look around if possible. Prepare students for other non-test components they will experience (such as going through security, room size, etc.) as much as possible. These may seem like minor issues to some students, but others may feel anxious about these logistics.
- 3. Give students a practice test.** This is likely already a part of your class if you focus on test preparation, but it serves as a reminder of how valuable test-taking practice can be. Suggest that students also do practice tests themselves at home.

Professional
Development

More Information

Managing Test Anxiety

<https://tinyurl.com/bddsmk9f>

GED Testing Service and Kaplan teamed together to provide this five-minute video on managing test anxiety. The speaker points out that feeling a little anxiety about the test is normal and can help you perform better.

How to Overcome Test Anxiety

<https://tinyurl.com/2s4rrnch>

In this five-minute video, Dr. Antonio Webb shares information on test anxiety and provides some tips to better prepare, including getting enough sleep, eating healthy, and arriving early for your test.

Strategies to Better Manage Test Anxiety

<https://www.cuny.cuny.edu/testing/strategies-better-manage-test-anxiety>

This article from the City College of New York provides tips on managing test anxiety before, during, and after the test.

More Information

Managing Test Anxiety

<https://www.brown.edu/campus-life/support/counseling-and-psychological-services/managing-test-anxiety>

Brown University shares background on test anxiety, including possible causes and things to do before and during the test. This includes addressing some psychological reasons for test jitters, such as unrealistic fears.

Test Anxiety: Can It Be Treated?

<https://tinyurl.com/5n6dk2df>

The Mayo Clinic addresses test anxiety with tips similar to those shared by other sources here, yet its article also mentions the value of talking to a counselor for anxiety if needed.

“Student Success Handbook: Strategies for Studying, Note-Taking, Reading, and Test-Taking”

<https://www.proliteracy.org/Professional-Development/Education-Network>

As the title implies, this 46-page book provides strategies for areas important to those who need higher level academic skills. This includes a section on prepping for tests. Although the book is out of print, it is available for free on ProLiteracy’s Education Network. Education Network requires a free account registration.

4. Focus on strategies. Test-taking strategies give students tools to complete a test more efficiently and make guesses when they aren’t sure of an answer. These strategies include the following, but also keep in mind Tip #5:

- Skip questions you don’t know and come back to them.
- Eliminate answers that you know are incorrect to get closer to the correct response.
- When in doubt, choose your first guess.
- Answer all questions. (This strategy will depend on the test.)
- Go over test answers when finished. If you have done any writing, review it closely.

Find some more resources with test-taking strategies in this story’s sidebars.

5. Before the test, give students time to figure out strategies that work and don’t work for them. Although test-taking strategies are useful, they may not work for everyone. Some students may have trouble leaving certain questions they’re unsure of and coming back to them. After giving a practice test, provide time in a class discussion and/or in writing for students to reflect on what strategies helped them the most and which did not.

6. Ask students to visualize managing the test experience successfully and doing well on the test. They should see in their mind that they are completing the test calmly and confidently, and then they see themselves getting the results that they would like. Find more visualization resources in the sidebar on page 13.

7. Review with students some ways to best prepare the night before and the day of the test. See the visual on page 13 with important steps for this, such as getting a good night’s sleep and getting enough to eat or drink before the test.



Before the test, take care of your basic needs

- Visit the testing room ahead of time
- Eat and drink (no alcohol)
- Get a good night's sleep
- Dress in layers
- Go to the bathroom
- Take breaks
- Stay positive
- Relax



Used with permission from Lauren Osowski.

8. **Give students some ways to manage any jitters while taking the test.** They can take deep breaths, make body movements like rolling their shoulders, or take a bathroom break if needed. Even a simple phrase they can say to themselves such as, “You’ve got this” can help in the moment.
9. **Suggest that students reward themselves after the test, such as getting lunch with friends or family or going to a favorite spot.** They should feel proud that they made it through the test-taking experience.

More Information

Try This Powerful Visualization Exercise | Jack Canfield

<https://tinyurl.com/bdf3dsh4>

Jack Canfield, co-author of “Chicken Soup for the Soul,” shares a four-minute video to explain how to practice visualization to obtain better outcomes.

Visualize Success

<https://tinyurl.com/45yb2bzx>

Methodist College in Peoria, Illinois, shares a one-page summary of how students can visualize test-taking success.





Exploring Resources

ProLiteracy Celebrates Its 20th Anniversary

ProLiteracy is celebrating a milestone in its history! Twenty years ago, Laubach Literacy International and Literacy Volunteers of America, two of the world's oldest and largest adult literacy organizations, saw the opportunity to be stronger together and merged to become ProLiteracy. We are proud of all that we've achieved with the support of our members, partners, and donors and look forward to continuing our work with you in the next 20 years!

Funding Opportunities From ProLiteracy

<https://www.proliteracy.org/Resources-Publications/Grants-Funding>

ProLiteracy has several funding opportunities for literacy programs. See details below. To apply for any of these, visit the ProLiteracy website and submit an application.

National Book Fund

Provide your learners and instructors with essential print materials by applying for a grant from the National Book Fund®. Applications for the 2023 National Book Fund (NBF) will be open from February 1 – March 15, 2023. The NBF supplies books and materials to adult literacy and basic education programs. The resources available through the NBF are from ProLiteracy's publishing division, New Readers Press.

Mobile Learning Fund

The Mobile Learning Fund provides adult literacy programs and their students with digital education materials from New Readers Press. Programs can apply for licenses at any time throughout the year. Subscriptions and licenses available through the Mobile Learning Fund include the following products:

- New Readers Press Online Learning: a TABE, pre-HSE, and HSE test preparation tool
- Learning Upgrade: an app proven to teach English, HSE, math, and basic skills faster than traditional methods
- EnGen: a digital solution that teaches English to new learners
- Leamos: an online program that teaches basic Spanish reading and writing to native Spanish speakers and prepares them to move onto English language learning
- *News for You Online*: a digital news source with easy-to-read stories that builds learners' reading, comprehension, vocabulary, and English skills

Literacy Opportunity Fund

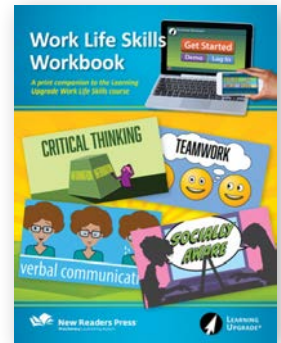
ProLiteracy supports adult literacy programs across the United States. The Literacy Opportunity Fund, administered by ProLiteracy with funding by the Nora Roberts Foundation, awards grants to nonprofit organizations within the United States that provide literacy services directly to students. Grants ranging from \$3,000 to \$6,000 support general operating expenses. Applications are reviewed quarterly; the upcoming application deadline is April 1, 2023.

Upcoming Resources From New Readers Press

<https://www.newreaderspress.com/>

New Readers Press has two new resources that make their debut early this year:

- The new Work Life Skills companion workbook provides additional instruction, key vocabulary definitions, and practice questions that align to lessons in the new Learning Upgrade Work Life Skills digital course.
- The newest addition to New Readers Press Online Learning is the TABE® Online Learning course for levels E, M, D, and A. Reading, Language, and Math courses for levels E and M now include audio to support ELLs and low-level readers.



Find more information at the New Readers Press website listed above.

ProLiteracy's Teacher Training Plus

<https://www.proliteracy.org/Professional-Development/Teacher-Training-Plus>

Teacher Training Plus provides training and support to tutors and teachers after they begin instruction, equipping them to effectively and efficiently serve learners. Most tutors and teachers receive quality training before they start working with students. However, once they began their teaching experience, they have little access to additional training and support. Teacher Training Plus, funded by the Dollar General Literacy Foundation, is a webinar series that presents best-practice instructional strategies and just-in-time small-group coaching sessions to help instructors implement the strategies addressed in the webinars. Visit the link above to find out more about the available free webinars and to register. Topics include helping students with pronunciation, teaching writing to basic literacy adult learners, using published materials in various classroom settings, and improving reading comprehension.

We've Moved!

CHANGE OF ADDRESS NOTIFICATION

As of **October 1, 2022**, ProLiteracy and its publishing division New Readers Press have relocated. At this time, please change our address to:

**308 Maltbie Street
Suite 100
Syracuse, NY 13204**

Our telephone and fax numbers will remain the same.
Tel: (315) 422-9121 Fax: (315) 422-6369



Notebook

A Membership Publication of ProLiteracy
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TUTOR PROFILE

SHINING HOPE ON OPPORTUNITIES AND A BETTER LIFE FOR NEW ARRIVALS

By Vanessa Caceres

Pictured: Caryn (left) and Lily (right)



Caryn Kelly of Des Moines, Iowa, does more than just teach English to adults. She's partnered with a fellow local business owner from Uganda so they can both guide immigrants and refugees who are new to the U.S.

Kelly owns a cleaning business called Shine Housekeeping, but she also has taught ELLs in various capacities and locations around the U.S. since 2001. Some of her previous organizations in Des Moines include Lutheran Services in Iowa and Des Moines Area Community College. Because of her passion for helping those from other countries, her cleaning business focuses on hiring immigrants and refugees.

A community contact connected her with Lily Okech, who also runs a cleaning business in Des Moines called Cleaning for Hope. Like Kelly, Okech

focuses on hiring those from the local immigrant/refugee community. Okech came to the U.S. at age 15 in 2005 and became pregnant two years later. Because of her culture, she had to get married once she was pregnant.

She says that she didn't have any guidance to help her get accustomed to U.S. culture. She struggled during that time and was in an abusive relationship for 10 years before leaving the marriage.

When Kelly and Okech connected in 2018, they began to share their passion to help local immigrants and refugees through their respective cleaning companies. The two decided to form a nonprofit called Hope to Shine, which will help women new to the U.S. get to know the culture and take English classes. "We'll guide people and make them feel welcome," Okech says.

Hope to Shine also will address an ongoing workforce shortage in Iowa by prepping participants with workplace skills, including at their cleaning companies, Kelly says.

Okech sees her role with Hope to Shine as a personal one, providing practical, kind guidance to those who may be facing challenges as they get used to life in the U.S., just as she faced.

The women employed by both cleaning companies spend a lot of time together and help and learn from each other. However, the families that welcome them into their homes for cleaning also benefit from cross-cultural experiences and conversations. "We're creating the opportunity in the community for some natural relationship building," Kelly says.