



January 2018

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From individuals to local companies, we are grateful for all your support during our 2017 Fall Appeal

*Support Us Online
Spread The Word!*



Facebook:
LiteracyVolunteersKentCounty

Twitter: @lvkc1

LETTER FROM THE EDITOR

Happy New Year! I'm excited to share with you in this special January edition all that happened at LVKC since last summer and what's coming this spring.

Last fall was full of events: Meet & Greet, In-Service, Book & Bake Sale, Tutor Training Workshops and the Bucket Raffle all took place throughout September to November. Each event was a great opportunity to spread awareness of literacy and LVKC.

We cannot emphasize enough how important literacy is to enriching lives; it gives individuals access to higher education, helps individuals communicate better in their work place and also allows moms and dads to read good night stories to their loved ones. Literacy makes impossible possible.

In the spirit of all things possible, we look forward to seeing you at the Student-Tutor Recognition on Wednesday, May 9th. Please come and join us to share your stories and let us appreciate you; you all are great warriors fighting against illiteracy.

If you're still working on your New Year's Resolutions List, we recommend adding becoming a tutor trainer for LVKC. It's a unique opportunity to teach and interact with new tutors, helping further empower them with skills to combat illiteracy. We're here to help make the dream of making a difference come true for you.

We're looking forward to another great year of giving to others and learning with pride.

Sincerely,

Youmi Kim



TUTOR TRAINER

If you've ever dreamt about it, now is the time!

LVKC is looking for tutors who are interested in being a tutor trainer

- ♦ **Tutor Trainer's Responsibility:** Lead 5 sessions of Tutor Training Workshops (TTW) to help prepare our new volunteers.
- ♦ **Tutor Trainer's Qualification:** Need to attend our 2018 Spring TTW led by Jean Marrapodi, our experienced tutor trainer. LVKC highly recommends you take an online training course provided by ProLiteracy to be a Certified Trainer depending on your background and prior experiences.
- ♦ **Tutor Trainer's Benefits:** You'll have an opportunity to interact with passionate volunteers who are dedicated to adult literacy. Tutor trainers will also receive a \$400 stipend.
- ♦ **TTW Schedule:** We have two TTW sessions every year: Spring and Fall. TTW is held once a week from 6-9pm for 5 weeks.
- ♦ **Inquiry & Registration:** Contact Youmi Kim or Robin Leroux at (401)822-9103 or email us: lvkc@coventrylibrary.org

2018 Spring TTW schedule is introduced on the next page.

Tutor Trainer Jean Marrapodi's profile and the article about our last TTW are available on page 5-6 of this Newsletter.

UPCOMING EVENTS

Student - Tutor Recognition

Students, Tutors, Donors and everyone who supports LVKC
we are honored to invite you all to our

Student- Tutor Recognition Evening on **Wednesday May 9th, 2018.**

Please come join us for a light supper, refreshments, music and chat with delightful people!

Especially for those students nervous about social settings, this is a great chance to practice using English and experience American socializing culture.

Don't miss this opportunity! Come be praised as an awesome student!

Tutors, it's your day to be appreciated for what you're doing.

So please don't miss it!

Most of all, it's good to just meet everyone!!

Please **RSVP** by April 11th, 2018

to Youmi Kim or Robin Leroux

@ (401) 822-9103 or email: lvkc@coventrylibrary.org



2018 SPRING

TUTOR TRAINING WORKSHOP



Monday, April 9th	Monday, April 16th	Monday, April 23rd	Monday, April 30th	Monday, May 21st
6-9pm	6-9pm	6-9pm	6-9pm	6-8pm

☆ How Does It Work?

1. Call or Email LVKC for more information. We'll send you a **Tutor Packet** with a Volunteer Application and all the information you need to know.

2. Submit the Volunteer **Application** to LVKC.
Join us for **14 hours of free Tutor Training Workshop.**



3. Midway through training, you'll be matched with a student so you may experience the tutor process and receive guidance as needed.

At the conclusion of the training, you will be certified as a tutor!



FALL PROGRAM REVIEWS

Meet & Greet

September 6, 2017

"It was a great event to meet our dedicated and passionate tutors! I am so honored to work with everyone in LVKC!" said Youmi.



I missed the fun!
How did it go?



In-Service

October 18, 2017



Immigration 101

by Elizabeth Norberg
from U.S. Citizenship and
Immigration Services

Adult Education

by Melanie LaMountain
from Westbay Community Action

Please
come join
our next
event,
meow?

"I was not aware of all of the particulars involved with applying for citizenship so it was all helpful!"

"Wonderful Enthusiasm for GED learning. Fabulous program! The BEST!"

"Clarity of presentation in Adult Education; was focused and well organized; particularly helpful was the information on GED; very interesting info on immigration procedure also."

"Thank you for bringing in these speakers to help us better serve our students. Employment info would be helpful for the unemployed students who wish to work."

"USEFUL INFO ON BOTH IMMIGRATION AND GED CLASS. SO MUCH TO LEARN IN IMMIGRATION PROCESS TO US. I REALLY ENJOYED THE OPPORTUNITY TO QUESTION EACH PRESENTER. I AM REALLY INTERESTED IN LEARNING ABOUT ANY MULTI-CULTURAL ISSUES – ESPECIALLY COMMUNICATION DOS AND DON'TS. EXCELLENT PRESENTATIONS. THANK YOU X3"

"The most helpful information was that a student can't take GED test online, must go to a testing center!"

Thanks for your work to arrange these programs!!"

"I thought this was one of the best In-Service events I have attended. I thought the topic was important and it makes one realize how difficult it is for someone to achieve citizenship status. I am humbled. We should all be as qualified to call ourselves American Citizens as those who come here from another country, who have to learn to speak our language and then have the courage to do what it takes to achieve citizenship status. I'm not sure I'd be strong enough for the challenge. Thanks for making the event possible."

we miss you.



Bucket Raffle

November 1-30, 2017



Congratulations to 12 lucky people who won items!

To those who purchased tickets, we want to thank you for supporting LVKC.

With your generous support, LVKC can keep serving our community by helping people who want to improve their literacy skills.

BUCKET RAFFLE ITEMS



1	Fall Goody Basket dessert bowls, dish cloth, napkins, snacks, baked goods and fall decorations	7	Asian Goody Basket folding hand fan, bookmark, buddha, magnets, chopsticks and table clothes
2	Starbucks coffee, iced-tea, straws and thermo cups	8	The Bead Sting \$30 gift card, earrings and necklace
3	Applebee's \$25 gift card, hand towels and candles	9	Ladder 133 Sports Bar & Grill \$40 gift card
4	The Porridge Pot \$25 gift card, mug mat and tea	10	Silver Lounge Restaurant \$25 gift card
5	Crocheted Afghan handmade - 61 x 52 inches	11	Snookers Sports - Billiards Bar & Grill \$25 gift card
6	Verizon Tablet Ellipsis 7 \$100 Value - Android - 7" screen - 1280x800 - 8 GB Storage - 4G - 3.2MP Rear Camera	12	Luxurious Goody Bag Bath Soap, earrings and necklace



I won the
TABLET! Ha!



This is a lovely
basket full of
nice treats!

Bucket Raffle has been one of our annual fund raising events since 2014. Though local stores have donated raffle items in the past, LVKC's Board Members and the Program Director donated items for this year's event; Fall Goody Basket, Crocheted Afghan and Verizon Tablet were donated from our supporters. During the month of November, LVKC raised \$407.

Why is fundraising event so important to us? As you know, LVKC offers the program free of charge to students through the efforts of a dedicated group of volunteers who tutor students, test students to determine progress toward goals and get involved in the various activities of the organization. It takes a \$30,000 annual budget to run the program; Bucket Raffle serves its purpose not only to spread awareness of the importance of Adult Literacy but also to raise funds to enable LVKC to continue its good work.

It's easy to donate items for Bucket Raffle. To donate, stop by LVKC's office in the Coventry Public Library any time of year. All items are welcome, including handmade items, goody baskets and gift cards! Donate and see those items on display during the next Bucket Raffle in November! Thank you for helping LVKC create wonderful events!

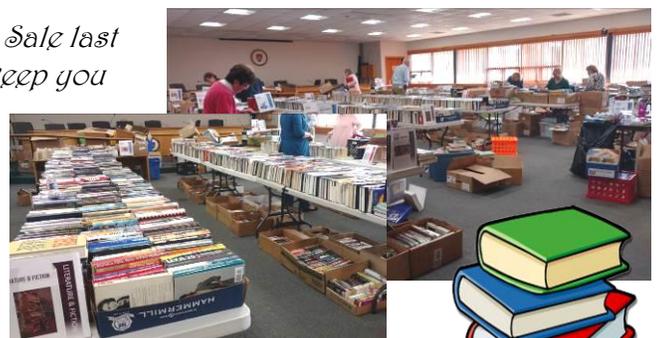
Book & Bake Sale

November 3-4, 2017

Are you ready to hibernate? If you stopped by our Book & Bake Sale last November, you must have a stack of good books next to you to keep you warm during the cold winter days!

The selection of books were wide ranging; from old classics to the latest books by famous authors, we had them all for you. Over twenty-five people volunteered for the event, from sorting, setting up to selling. It was a great opportunity to share our enthusiasm about the books we love.

The Book & Bake Sale benefits LVKC and the foundation of the Coventry Public Library. Thank you to all the volunteers and those who donated and baked goods!



Tutor Training Workshop

September 21

- November 16, 2017



Tutor Trainer

Jean Marrapodi



Jean Marrapodi, PhD, CPLP, brings 20 plus years of soup-to-nuts learning design and development to our Tutoring Training Workshop. She is a pioneering problem solver, leveraging technology to create sticky learning. She became the first Certified Professional in Learning and Performance in New England (CPLP) the Association for Talent Development's highest credential, and has a PhD in Adult Education, along with a Master's Degree in Online Instructional Design.

Jean is a nationally known conference speaker, sharing her passion to develop others in the learning and development space. Jean works as a transformative leader, nurturing the team that won the 2014 Silver Brandon Hall Award for Best Learning Team, and in that same year, the United States Distance Learning Association's Best Learning Program. Most recently, Jean was honored by the eLearning Guild, being named a 2016 Guild Master for her contributions to the Guild and the learning technology industry.

Jean has a passion for the lowest literacy adult learner. She spent 8 years working with a group of elder Liberian refugees who arrived in the US with no English, and no experience with books, paper or pencils. She shared her experiences at the annual Rhode Island Adult Professional Development Conference, ProLiteracy, and traveled internationally to present at LESLLA conferences.



Nine new tutors were certified through our 2017 Fall Tutor Training Workshop (TTW). Among them were retired teachers, retired librarians and a speech therapist. Where they are from and their area of expertise varies, but all of them shared a similar passion: ***Helping people fight against illiteracy.***

Prior to the TTW, tutor volunteers had two free online classes: Principles of Adult Learning and Working with Adult Literacy Learners; both helped them be prepared for the TTW.

During the TTW, Jean used different teaching methods such as lecture, discussion and role play and shared her experiences in the literacy education field to help our tutors be better prepared. The first 4 sessions were on Thursdays, September 21st, October 5th, 12th and 19th, - each for 3 hours. Tutors were matched with their students by the fourth session. Student's information and assessment results were provided along with Intake/Assessment Process Workshop and Possible Materials Exhibition.

After most of our tutors had opportunities to meet with their students, we held the last training session on November 16th for 2 hours. With one of our current tutors in attendance, everyone had a chance to share their experiences and exchange ideas.

Though volunteering should always be fun and rewarding, sometimes tutors find their student pairing doesn't always match well. In any case, LVKC communicates and works closely with both tutors and students to ensure the best match for everyone. That being said, for the past 37 years we've seen many wonderful tutor-student relationships. The achievement our students have shown, the enrichment of their lives and the deeper understanding they've gained of this country and culture was possible only because of our tutors, those who volunteered their time to share their passion, knowledge and even friendship.

Every TTW means training more tutors and being able to help more students. We're very excited to hear what future stories our new tutors and students bring to us.



What do tutors say about TTW?



☺ Overall, how would you rate this workshop as a learning experience?

- ✓ Excellent! Long nights but it went by quickly.
- ✓ Very good. I learned a lot about tutoring adult learners. Really wasn't aware of all that goes into it.
- ✓ I enjoyed working with the participants and found the instructor to be personable, engaging and very knowledgeable. The workshop was relevant and very informative.

☺ How was the length of the workshop in accomplishing its objectives?

- ✓ Seems about right because there was so much to cover.
- ✓ It provided the theory with practice knowledge.
- ✓ At first I thought it was a little long but it was about right. Time needed for ideas and feeling comfortable going into first assignment.

☺ How was the level of the subject matter?

- ✓ Gave an overview, but also specific ideas of what to do.
- ✓ Although I have taught for a long time, I found the info about teaching reading and writing very helpful.
- ✓ It covered many things to get us started on the right path.

☺ Having completed the workshop, how do you feel about your tutoring future?

- ✓ Very positive!
- ✓ Curious.
- ✓ Nervous but ready.
- ✓ Apprehensive and enthusiastic.
- ✓ Excited, but nervous.
- ✓ I feel a little more confident about being able to help someone.
- ✓ I feel excited to begin the tutoring journey.
- ✓ I am very confident that once I begin working with my student, that will go well due to the training and the resources available.
- ✓ I'm looking forward to meeting with my student. Your material is wonderful in-depth and the resources at Coventry library is great.



My name is Linda Crotta Brennan and I have just begun tutoring ESL with a Japanese student. I am a new/old tutor, for I tutored with LVKC years ago, when my children were young. Soon their activities crowded my schedule and I was forced to step back from volunteering. I am delighted to return to LVKC now that I am retired from teaching courses in Writing for Children with the Institute of Children's Literature. Literacy has always been a big part of my life, whether I was teaching preschoolers or adults, working as a library reference assistant, or writing nonfiction books for children.

A VISIT FROM AN OLD FRIEND



A week before Christmas, we had a surprise visit from Mirta Pedrazzoli. She was born in Argentina and had been in this country for 22 years before she learned to speak English. She had been working with a tutor in LVKC for 4 years. In that time, she had become a citizen. She also helped her fellow students as a member of the LVKC's Board and a Chairwoman of the LVS National Student Advisory Board.

My husband, Abel, and the children always spoke English. They also spoke English to me, and I always answered in Spanish. When the children and Abel asked me why I didn't speak with them in English I answered, "Because I want them to learn Spanish." The real reason was that I didn't want my children to know how little I knew the English language.

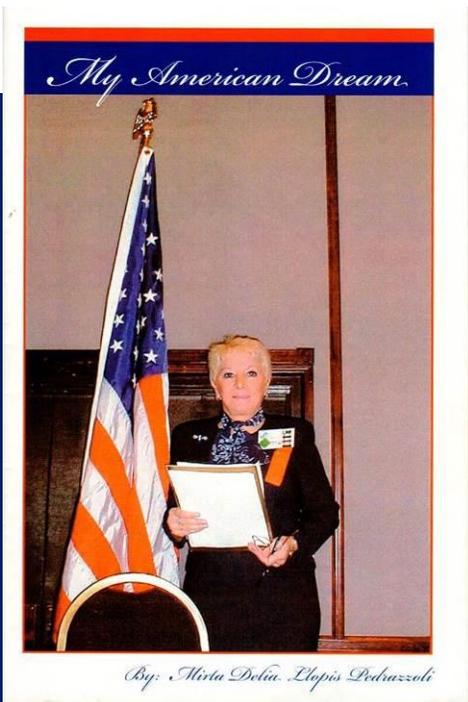
The first day I stepped foot in the library I was very nervous. I was meeting a lady who was a volunteer herself. She was going to help me better my education. "Will I learn or will I make a fool of myself?"

My life began to change. My children invited me to talk about Argentina at their high school, and I did! For the first time, I was able to do something for them at school.

I want to tell my fellow students that getting involved with the program is the best lesson you can learn. At the same time you can lend a hand to the program that does so much for us - it is the most rewarding feeling that one can have.

I hope that the tutors who read these pages will understand how important and unique their work is. Helping adults to read, write and speak the English language opens doors for so many. You are the heroes in my book.

- From Mirta Pedrazzoli's memoir, [My American Dream]



Mirta's inspiring memoir is available at LVKC's office

Mirta Pedrazzoli came late to literacy; today she helps many others achieve it

By AUBREY COHEN
Journal-Bulletin Staff Writer

COVENTRY — Four years ago, Mirta Pedrazzoli could barely communicate with her children.

She once served cat food to a friend, thinking it was tuna fish. She had been eating the cat food herself for days.

Pedrazzoli, who moved to this country from Argentina in 1970, spent many of those years hiding the fact that she could not read or write English — and could speak only a little.

She fooled employers, but suffered from embarrassment, particularly as her sons, who were born in the United States, grew up and started to forget the Spanish they knew as children.

Now, after four years of tutoring, Pedrazzoli, 51, is helping others who cannot read, write or speak the language.

Earlier this month, she was one of two people from Rhode Island — and 11 nationwide — to be selected out of 60 national nominees for the Literacy Volunteers of America Sundin Leadership Institute, which was part of the literacy group's national conference in Tulsa, Okla.

When Pedrazzoli came to the United States, she said, she wanted

COVENTRY

to learn English but did not know what was available to help her.

Soon, between her job cleaning offices and taking care of her family, she had no time for learning English.

Pedrazzoli got a better job with an electronics company — fooling her employers into thinking she could read and write — but she was still cut off from the world of school field trips and bake sales.

"I didn't want to embarrass [my children] with my English," she said. "I could not read books to them or even take them to the doctor or the dentist. I lost so much," she said.

Later, she would keep herself away when her children would bring friends home from college: "You feel so small," she said.

In 1992, Pedrazzoli had to stop working after a hip operation, so she decided to do volunteer work.

"I thought, 'I can't help somebody else if I can't write or read,'" she said, so she started taking English lessons with the Literacy Volunteers of America. Soon, the group was asking her to volunteer.

Pedrazzoli once called the land-



Journal-Bulletin/RUBEN W. PEREZ

AMONG FRIENDS: Mirta Pedrazzoli, shown at Coventry Public Library, in four years has achieved a literacy level of literacy that has won her national recognition.

lord of a family that did not have heat in its home. Another time, she talked to the boss of piece-work employee who was using outdated equipment even though new

Turn to **LITERACY**, Page C 2

TUTOR SUPPORT

5 WAYS TO DETECT FAKE NEWS



Purpose

To help adult students determine real versus fake sources in news stories.

Rational

Thanks to the continuing political climate in Washington, D.C., “fake news” continues to be a hot topic. Although savvy readers and news consumers may be able to easily detect real versus fake news, this isn’t always the case for adult education students, especially those who are learning English as a second language. (No offense to ELL students! Without fully understanding what has been going on in America for years, it could be tricky!)

This activity introduces the concept of real versus fake news and helps learners know how to tell the difference. It is geared toward ESOL classes but may be used in other adult education settings. The activity would work well with any current events-focused classes or perhaps even classes that focus on community or EL/civics.

The Basic Activity

- 1. Before class starts, write some fake news headlines about your school or community on the board or in a central area of the class where everyone can see them.** For example, “School to Let Dogs Register for Classes” or “It Rains Cats and Dogs in Rhode Island.” You can have fun with the headlines and make them a little silly or serious (but fake).
- 2. Tell students that a news headline is a title to a story about news.** Have students read the news headlines. Ask them what they think about the headlines. Let students know that the news is fake, or not real. Ask students if they have heard the term “fake news” before.
- 3. Have a class or small group discussion regarding the following questions:**
 - Do you read or watch the news every day?
 - Where do you read or watch the news?
 - Why do you think the news is important?
 - Do you ever read a news story and think it’s not real? Why?
 - Why do you think someone would want to write a fake news story?
- 4. Let the class know they will learn about some ways to detect fake news.** Hand out copies of the handout on page 9 of this Newsletter. Go over each point with students. Have students answer the questions in items 1, 2 and 3. Discuss the reading and go over any new words. Make sure to bring up the concept of fake news when your class reads and evaluates future news articles.



U.S. Adult Literacy Facts

*Sources: Nation Council for Adult Learning, Center for Immigration Studies

BASIC LITERACY

MORE THAN
36
Million

adults in the United States cannot read, write, or do basic math above a third grade level.

UNEMPLOYMENT/WORKFORCE

Low literacy costs the U.S.

\$225
Billion

or more each year in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment.³

ELL

2 million immigrants come to the U.S. each year, and about

50%

of them lack high school education and proficient English language skills.⁷

More Information

① Ten Questions for Fake News Detection

<http://tinyurl.com/h8ckwxw>

The News Literacy Project shares questions to help detect fake news. This could make a good handout to use with your class, but review it first to make sure the English is not too difficult for your students.

② Fake or Real? How to Self-Check the News and Get the Facts

<http://tinyurl.com/hokjvow>

This article from NPR focuses on the importance of detecting fake news.

③ Stop the Fake: Teaching Students to be News Detectives

<http://education.cu-portland.edu/blog/news/teaching-fake-news-literacy/>

This blog article from Concordia University focuses on fake news literacy.

④ Teaching Students How to Spot Fake News

<https://esl-voices.com/teaching-students-how-to-detect-fake-news/>

<http://tinyurl.com/y958uhm4>

The first link features a lesson plan using The New York Times article that can be found in the second link. The article reports on news literacy in a middle-school class. The lesson plan is geared toward ESOL students.

To access
the link
on the article
just **Click**



How to Tell Fake News from Real News

1. Who's writing it? If you read news online, you'll usually find real news from sites that end in .org, .edu, or .com. These are sites used for organizations, schools, and real news organizations.

Which one is probably from a real news site?

- a. www.actionnews.com b. www.actionnews.co

2. Read the headline. A real news headline will be a little more serious. A fake news headline might use exclamation marks (!) or make it seem as though the news is something you can't find anywhere else.

Which news headline seems to be more real?

- a. Secrets About the President You'll Only Find Here!
b. Report Finds the President Once Had a Restaurant Business

3. Read the "About Us" section on the website. This can tell you if the writers of the story work for a real news organization. If the "About Us" section says a lot about someone's opinions, there's a greater chance that the news will be more about opinions versus reporting facts.

Which "About Us" section would be from a real news site?

- a. USA Facts has written about U.S. politics for 30 years. We have won journalism awards for our truthful stories.
b. U.S. Knows wants everyone to know the secrets about American politics. We believe in a big change for the U.S. government.

4. Do a reverse image search. If you want to make sure that a picture with a story is real, you can do something called a reverse image search. Right click on the image and search for on online. "If the image is appearing on a lot of stories about many different topics, there's good chance it's not actually an image of what it says it was on the first story," according to a story about fake news from NPR.

5. Search for the headline or topic online. If you see that other major news organizations (such as The New York Times, NPR, or The Washington Post) have similar stories, there's a great chance that it's a real story.

*This article is adapted from *Notebook: Resources for the Adult Educator*, a membership publication of ProLiteracy, Fall 2017

*Sources: NPR, The News Literacy Project, and *The New York Times*



STUDENT SUPPORT

Join Our Group Conversation

START HERE

START HERE, a small-group ELL program, serves adult students, 18 or older.

The conversational, task-oriented program helps ELL students maximize their English speaking skills.

Participation is free but registration is required.

To register or for more information, please contact Youmi Kim or Robin Leroux

@ (401) 822-9103 or email: lvkc@coventrylibrary.org



COVENTRY PUBLIC LIBRARY ANNEX ROOM

Tuesdays 10:00am
1675 Flat River Road
Coventry, RI

EAST GREENWICH FREE LIBRARY

Mondays 11:00am
80 Pierce Street
East Greenwich, RI



Introducing West Warwick Public Library ESL/Literacy Program

For more information, please contact Mara Cole, Literacy Coordinator of W. Warwick Public Library at (401) 828-3750 ext.3 or mara@wwpl.org

West Warwick Public Library

Free Conversation Class for Advanced ESL Students

We talk about current events in RI and the world, American culture and other practical, everyday topics of interest. We welcome new students up to the midpoint in the session if space allows.

January 8th to May 8th, 2018

Tuesdays, 7:00 – 8:30pm

**Children 4 years and older participate in activities with the children's literacy teacher while their parents attend class. It's Free!*

West Warwick Public Library

★ ★ ★ **CIVICS PRACTICE** ★ ★ ★

Spring Session: January 11th to May 3rd, 2018

Thursdays, 10:30 – 11:30am

Come and practice vocabulary, reading, writing, listening, and civics related to the Naturalization process.



English Language LEARNERS

Free ESL Classes for Adults

West Warwick Public Library

**Spring Session of Classes
January 8, 2018 - May 8, 2018**

ESL Classes for Beginner-Intermediate Students

Monday and Tuesday afternoons 4:30-6:00 pm*

Monday and Tuesday evenings 7:00-8:30 pm*

Conversation Class for Intermediate-Advanced Students

Tuesdays evenings 7:00-8:30 pm*

Civic Practice Group (for Naturalization Process)

Thursday mornings 10:30-11:30 am

Conversation Class for Beginner-Intermediate Students

Friday mornings 9:30—11:00 am

ESL Book Group for Intermediate-Advanced Students

Select Thursday mornings 9:30-10:30 am

*Children 4 years and older participate in activities with the children's literacy teacher while their parents attend classes on **Mondays** and **Tuesdays**. **FREE!**

THE NATIONAL EXTERNAL DIPLOMA PROGRAM (NEDP)

What is NEDP?

The NEDP is an alternative program to the GED. It offers adults the opportunity to receive a high school diploma by working at their own pace. Instead of a test like the GED, the NEDP allows adults to demonstrate their skills in a practical way by working on take home projects that are similar to real life situations.

Will I get a diploma or a certificate?

You will get a real diploma from Central Falls, Cranston or Woonsocket. It is the same diploma that the students get after attending four year courses.

Which is better for me – the GED or NEDP?

It all depends on your skills. If you can take tests and have good academic skills, the GED is the quickest. If you have been out of school for a while and have good life skills, the NEDP might be better for you. When you visit RIRAL (Rhode Island Regional Adult Learning) office, they can help you to figure out which one would be more suitable for you. But the end of the day, you have to decide and the choice is yours.

Which is easier – the GED or NEDP?

It depends on your skills. Neither program is easy.

Where do I have to go?

You must attend an information session and participate in the diagnostic screening to determine if you have the appropriate basic skills of reading, writing and math.

Will there be classes?

No. The NEDP Assessment does not require that you go to classes. You will have a one-on-one appointment every week. You may have to go to class to develop the basic skills necessary to enter the National External Diploma Program.

How long does it take to complete the program?

After registering and meeting the test score requirements to enter the program, completing the NEDP takes an average of 8 months. Your skill level and the amount of time you can devote to the program determine the length of time required.

How much does it cost?

The total cost of the program is \$1,300: the Rhode Island Department of Education pays \$1,000, and NEDP candidates must pay \$300. Payment is due before the writing diagnostic is administered. Payment must be in the form of cash or money order; personal checks are not accepted.



National External Diploma Program

- ♦Website: <https://www.casas.org/nedp>
- ♦Facebook: <https://www.facebook.com/NationalExternalDiplomaProgram/>

For more information or to register, please contact

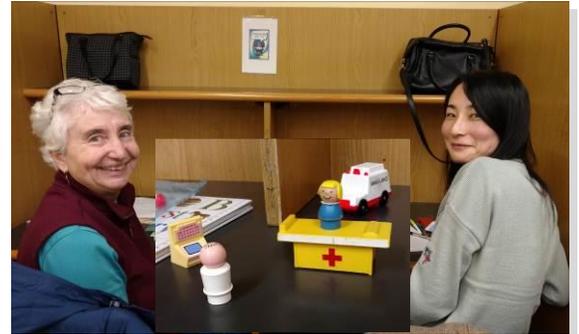
RIRAL (Rhode Island Regional Adult Learning)

- ♦Phone: 401-762-3841 ♦Email: riral@riral.org
- ♦Website: <http://www.riral.org/>



OUR STORIES

How We Celebrate the New Year in Japan

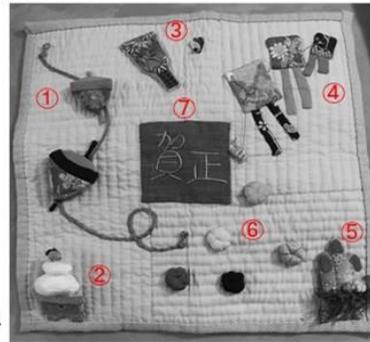


Chihiro and her tutor, Linda, were studying practical English for real situations. Role play seemed so fun!

Sharing each other's culture and learning from each other, Chihiro and Linda are having great meetings.

This tapestry shows about Japanese New Year. It's celebrated on Jan 1-3.

- ① "Koma" means Japanese top. It's a traditional game for the New Year.
- ② A round rice-cake is called "Kagamimochi" in Japanese. "Kagamimochi" has two rounds of rice cakes with an orange on top. "Kagamimochi" is offered to the god in the New Year.
- ③ "Hanetsuki" is a traditional Japanese badminton like game played during the New Year holidays by girls. With "Hagoita" (battledore), we hit "Hane" (a shuttle cock) and send "Hane" to partners. If one player drops a shuttle cock, the other can draw something on the loser's face in ink.
- ④ "Takoage" means flying-kite and it's a popular New Year's activity.
- ⑤ "Kadomatsu" is a New Year's decoration. It's considered to house Toshigami (a shinto god)
- ⑥ "Shou Chiku Bai" (pine, bamboo, plum) are as symbols of good luck and long life.
- ⑦ "Gashou" means happy New Year in Japanese.



Chihiro Maeba

My New Life in RI

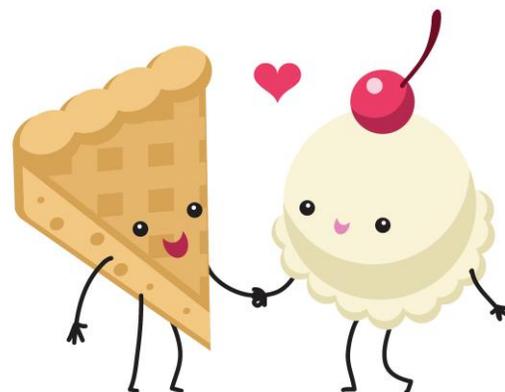
The last time I made an apple pie, I followed a recipe given to me by my tutor, Carol. My sons liked it very much. This holiday season my sons asked me to do it again. My tutor Carol told me I can encourage the kids by involving them in the making the pie. I read the email that Carol sent me about the pie recipe. They listened to the email carefully but I knew they didn't understand thoroughly because the recipe was complicated for them. But when I read the sentence: "Serve warm with a scoop of ice cream." they screamed and were very excited because they could enjoy their favorite ice cream.

I made two crusts and sliced six apples into pieces. Next it was the kids' job. They sprinkled the tapioca in the bottom of the pie crust, added apple pieces and then Sprinkle the sugar over the apples. They also added their favorite fruit—blueberries, over the sugar. They called the apple pie an apple-blueberry pie. Then they covered the fillings with the second crust. I helped them cut off the excess crust and seal the two crusts together. Next was their favorite part: they used a fork to poke the crust so that the steam could get out of the hole. After they did that, they waited for me to bake it. They felt very happy because they could help mom do something and asked me if they could really eat ice cream. When they got the answer: "Yes, you can." They screamed again.

My tutor taught me a lot about how to handle kids. Encouraging kids by letting them help to make an apple pie is one of the tips. I felt crazy when my kids were naughty. Carol smiled and remembered when her daughter was young and did something wrong she wrote it down. Now when her daughter's daughter does the same wrong thing she would read the diary about her daughter and asked her granddaughter: was your mom right? Suddenly I felt it was a desirable moment. So now when my kids do the wrong thing or made me crazy, I can calm down quickly and I know they will grow up sooner or later. What I can do is to cherish every moment with them.

When I am writing the newsletter, it is the last two hours in 2017. In 2017, I was happy at every moment I spent with my kids. In 2017, the biggest change was I met my tutor Carol with the help of LVKC. She not only helped improve my English but also shared her life experience with me. In 2018 I wish my life keep on changing for the better.

Fannie



Perfect Together

FROM THE OFFICE OF THE GOVERNOR



STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
OFFICE OF GOVERNOR GINA M. RAIMONDO

GINA M. RAIMONDO, GOVERNOR

January 8, 2018

Literacy Volunteers of Kent County
1672 Flat River Road
Coventry, RI 02816

Dear Students and Educators of the Literacy Volunteers of Kent County,

Thank you for reaching out to communicate the importance of adult education. I agree that it is vital that adults in our state have the means to obtain foundational skills, such as English language facility, literacy and math skills, through high quality services and programs. In addition, all Rhode Islanders should have timely access to job training and pathways to postsecondary education.

I would like to emphasize that current funding levels for adult education will not decrease in my budget, and I hope in future years we will continue to grow and expand educational opportunities for all adults.

Thank you for taking the time to contact me and for lending your voice in support of these investments. I truly appreciate your commitment to increasing opportunity for all Rhode Islanders.

Sincerely,

Gina M. Raimondo

STATE HOUSE, PROVIDENCE, RHODE ISLAND 02903

OUR VOICE MATTERS

Last November, the Workforce Alliance had put together the “Postcards Project” to deliver a message to the Governor that the constrained budget cut of \$1.4 million included in the Rhode Island Department of Education (RIDE) budget submission to the Governor affects a lot of her constituents.

Our students shared what Adult Education means to them and pressed the budget issue on the post cards. These cards were hand-delivered to the Governor’s Office.

We are very happy to share this letter with you. It is the response from the Office of Governor Gina M. Raimondo to our students, tutors and supporters.



SPECIAL THANK YOU

THANK YOU TO ALL CONTRIBUTORS OF THE 2017 FALL APPEAL.

YOU ARE THE REASON SOMEONE SMILES TODAY.

Coventry/West Greenwich Lions Club	Deborah Gerstenblatt	Marjory Myers
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*Literacy Volunteers of Kent County, Inc.,
an affiliate of ProLiteracy is serving area residents
of Kent County, Rhode Island since 1980.*

If additional information about any of the upcoming LVKC events listed in the edition of our newsletter is needed, or if you have any ideas about future activities for LVKC pertaining to their fundraising efforts or tutor/student support, please email LVKC's Program Director Youmi Kim (lvkc@coventrylibrary.org).

All suggestions contributed are a valuable component of LVKC's continuing goal to become an integral part of the Kent County, Rhode Island community.



Literacy Volunteers of Kent County

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