Resources for the Adult Educator

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Thanks for reading, and enjoy the issue.

The Editor
Purpose
To introduce some basic considerations for the use of apps in the adult education classroom and suggest apps that instructors can try with students.

Rationale
Although some adult education students may still be new to smartphones and tablets, technology proficiency is becoming more common than ever. A Gallup poll conducted in late 2013 found that 73% of respondents had home WiFi, 64% had a laptop computer, and 62% had a smartphone. (You can find more details on the poll at http://www.pewresearch.org/fact-tank/2014/01/09/americans-with-just-basic-cell-phones-are-a-dwindling-breed/.)

Technology is an increasing part of our students’ lives and of the adult education classroom. Many students want to become proficient in digital literacy, and teachers are looking for ways to incorporate technology into lessons. Apps for use on tablets, smartphones, or even computers are an increasingly common part of our technological know-how. There are apps geared specifically toward teachers, others geared toward students in a classroom setting, and still others that are games to supplement instruction. In addition, some apps may not have the original purpose of classroom use—for example, a calorie-counting app or an app that tracks sleeping patterns—but they still have applicability in certain classroom settings.

This article shares basic considerations for using an apps-based lesson with students and a few sample apps that you might find useful for instruction. In our sidebar, we also share links to a number of articles on incorporating apps and tablets into the classroom.

More Information
Here are some sites that provide good introductions to the topic of apps and tablets in the adult classroom.

Mobile Apps for Adult Literacy
http://www.floridatechnet.org/adult_literacy_apps_list.pdf
This comprehensive compilation presents a variety of apps for the adult education classroom. With each app, the authors explain what the app does, its cost (the majority of the apps are free or only a dollar), and any relevant reviews.

Top 8 iPad Apps for ESL Students
http://voxxi.com/2012/08/15/esl-ipad-apps-elementary-education/
Although the apps are geared more toward the K–12 setting, some of them have equal applicability in the adult ESOL classroom.

Using iPads and Apps in Adult Literacy Classrooms
https://www.facebook.com/UsingIPadsInAdultLiteracy-Classroom
A Facebook page dedicated to the topic.

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5 Tips for Using Apps in the Adult Education Classroom

1. **Research one app at a time.** Don’t overwhelm yourself with the diversity of apps available. Consider your instructional goal and why or how you think an app could assist the lesson. Focus on getting familiarized with a maximum of one or two apps at a time. Make sure the app fits your instructional needs. Get comfortable with the app before investing too much time into new ones.

2. **Experiment with the app yourself before letting students use it.** As you get to know the app better, consider the following questions; depending on your answers, adjust your instructions to students accordingly.
   - Are there ads that may distract students? How intrusive are those ads?
   - Are there navigation issues that might be difficult?
   - Does the app go beyond basic drills to truly help students learn? Does the app work the same way on various tablets?
   - Is the app available free or for a cost?

3. **Make sure you have enough tablets for everyone to use—or plan how students will share them.** This is assuming the class will use the app on a tablet. Of course, ask the same question if the app is to be used on a smartphone or a computer.

4. **Have a backup plan in place.** The day you use an apps-based lesson may be just the day the Internet at your organization will not work. Is there a portion of the app that you saw before class from which you can print or teach certain information? Are your students tech-savvy enough to try the app at home if they can’t access it in class?

5. **Give us your feedback.** In a future issue of *Notebook*, we’ll share more details on how to incorporate tablets or apps into your classroom lessons. If you try out a certain app in the classroom and want to let us know about your experience or share with other readers, please contact us at notebookeditor@proliteracy.org.
Here are a few apps that may be useful in the adult education classroom. By no means is this a comprehensive list; for a longer lists of apps, see the links in our sidebars on pages 3 and 4. Many of the apps are available for both iPhone/iPad or Android systems. We have indicated here if the app is only available for a particular platform, but apps change constantly, so you’ll want to verify this before you base a lesson around them. Search the app name(s) below to find them in your iTunes or Android system. You can go to the website for iTunes or Android to search for apps—or, look for the App Store icon on your device.

1. **Google Earth**
   Help students navigate the world with the swipe of a finger. Google Earth provides a view of the world around us. Students from abroad will particularly enjoy getting an up-close view of their hometowns.

2. **NASA**
   Explore news and images about space. This app could be useful for certain science or reading lessons.

3. **Ken Burns**
   Get a leg up on history with clips from the documentarian’s various projects. For example, if you search the year 1869, you’ll get a cloud of clips from Ken Burns documentaries like *The Civil War*, *The West*, and *The National Parks*. This could be helpful if you’re studying U.S. history and want to use some of Burns’ award-winning documentaries without watching hours of information.

4. **Story Kit**
   Create stories with students. This app on iTunes is touted as a creative way to fill time gaps with children, but it could be a full-blown class activity.

5. **News for You Online**
   If you’re a subscriber to *News for You* Online from New Readers Press, you can download the app on iTunes to read stories and complete practice activities.

6. **Speech Trainer**
   This Android app allows users to record their pronunciation of words and sentences and play them back.

7. **Kids Maps**
   Teach U.S. and world geography to students with the help of interactive images, audio, and games.

8. **DuoLingo**
   This award-winning app helps users learn Spanish, Italian, French, German, and Portuguese. It is also testing applications for English geared toward specific languages (e.g., English for Greek speakers).

9. **Smooth Alarm**
   This 99-cent app tracks the user’s sleep patterns and can wake up someone when they are in the lightest stage of their sleep cycle at a time close to when they want to wake up. Although this kind of app would not be used during class, it could be fun for curious students to try at home and then report the results to everyone.

10. **Make Beliefs Comix**
    This iTunes app geared toward ESOL students and children with special needs allows users to create their own comics. Teachers can use the app to create a comic to teach an important point; students can create comics for fun or to show their understanding of new vocabulary or language concepts.
Purpose
To help intermediate or advanced ESOL students complete a reading that explains wages and pay at a new job.

Rationale
Many ESOL students have searched for or are searching for jobs. They often face the challenges of both a new language and cultural differences involved with starting a new job. These might include completing unfamiliar and complex forms, understanding payroll, and meeting new coworkers.

A new book from New Readers Press, “Job Success,” familiarizes readers with complexities in a new job. “Job Success” covers workplace policies and skills, the importance of job performance, and career development.

Pages 8 and 9 in this issue are excerpted from chapter 1, “Your New Job.” The first page gives readers a quick orientation to the topic. The second page features a reading on wages and pay.

Ideally, you would use this activity during a focus in your class on work. However, you could also use it any time students have questions about starting a new job.

More Information

Integrating Career Awareness into the ABE/ESOL Classroom
http://www.collegetransition.org/publications.icacurriculum.html
This is a ready-to-use curriculum from the National College Transition Network that helps adult educators incorporate career awareness into counseling and instructional activities.

Promoting Learning Transition to Postsecondary Education and Work
http://www.cal.org/caelanetwork/resources/transitions.html
This brief from the Center for Adult English Language Acquisition focuses on ways to incorporating real-world educational and workplace skills into the ESOL classroom to better prepare students for postsecondary education and work.

Global Talent Bridge: Building Opportunities for Skilled Immigrants
This 76-page resource helps support instructors working with students who may be well-educated or have specialized work skills in their native country.

Order “Job Success”
This is the link on the New Readers Press website to order “Job Success.”
The Basic Activity

1. **Ask if any students are currently looking to start a new job.** Ask them to share some of their experiences. Have a brief discussion with the class about what happens when you start a new job. Ask: What information does the company ask you? What forms do you have to complete when you start a new job? What are questions you have when starting a new job? Someone will likely mention salary and wages; if not, add that to the discussion.

2. **Provide each student with a copy of pages 8 and 9 from this issue, which are the two pages from “Job Success.”** Review the pages before class.

3. **Review the first page, which says “Your New Job.”** Ask students to describe the picture. Have students read the introductory text to themselves, and then ask volunteers to read portions of the text aloud.

4. **Review the vocabulary terms on the left side of page 8.**

5. **Ask students to read page 9, which says “Wages and Pay” on the top.** Have students read the page to themselves or with a partner. Then go over it together as a class. Talk about any new terms. The book defines a few terms, but other words that students may ask about include **deductions**, **withholds**, and **claims**.

Here are some additional definitions you can use for those words:

- **deductions**: money taken from a total
- **withholds**: takes out money from someone’s income
- **claims**: indicates dependents that you support for taxes

6. **Review the Job Math section at the bottom of page 9 with students.** If possible, have calculators available for students to use (some may be able to use their phone calculators). Go over the answers.

7. **Ask students what new things they learned from reading the article.** Discuss other questions that students ask about wages and pay at a new job.

8. **For further practice, you can use scrambled sentences from the story.** Choose a few sentences from the reading and write them on the board with the words in the incorrect order. Students can put the sentences in order. Or you can do a dictation with sentences from the story and read them one by one to students. After you read the sentences, ask students to check them as a class for errors.
GOALS

- LEARN about starting a new job
- LEARN about pay and deductions
- READ work schedules

TERMS

- certificate: a document that proves that you have trained for a skill
- wage: the amount of money a worker is paid
- gross pay: your pay before taxes and deductions are taken out
- payroll deductions: money taken from your paycheck for things like retirement savings and health insurance
- net pay: your pay after taxes and deductions are taken out
- shift: the time you are scheduled to work

For three months Antonio Garza searched for a job. Then he found one in an auto parts center. The center ships car parts all over the world. At first, Antonio was excited about his new job. But as he got closer to his first day, he began to have questions:

- How will I find my way around?
- Will I get along with the other workers?
- Will my boss see that I’m nervous?

Antonio thought a lot about these questions. He started to feel nervous. You may be like Antonio. You may also be nervous when starting a new job. Don’t worry. The information in this chapter will teach you what you need to know. You will learn answers to your questions and do well in your new job.
Wages and Pay

A wage is the amount of money a worker is paid. Wages are also called pay. How you are paid depends on the type of job you have. You may be paid a set salary or by the hour. If you are paid a salary, you get the same amount of money each pay period. A pay period is usually one week, two weeks, or one month. If you are paid by the hour, you are paid just for the number of hours you work in a pay period.

Gross pay is your pay before taxes and any other payroll deductions are taken out. Payroll deductions take money from your paycheck for things like retirement savings and health insurance.

Net pay is your pay after taxes and other deductions are taken out. Net pay is also called take-home pay.

If you are paid by the hour, you may earn extra pay for working on holidays. You may also earn extra pay if you work more than 40 hours a week. This is called overtime.

Income tax is money paid to the government. This money is withheld (subtracted) from your pay. Federal income tax is paid to the U.S. government. State income tax is paid to your state.

The amount of income tax taken from your paycheck varies. Income tax is based on the number of dependents you claim on your W-4 form. Your dependents are people who rely on you for financial support. This could be your wife or husband, your children, or other family members.

For each dependent you claim, the government withholds less money from your paycheck. This means you will get more take-home pay. Suppose you earned $600 gross pay a week. If you claim no dependents, $33.00 will be withheld. If you claim one dependent, $7.17 will be withheld.

The more dependents you claim, the more pay you will take home. But when you file your income taxes in April, you may get a smaller tax refund or even have to pay taxes. You must choose whether you need more money in each paycheck or you would like a larger yearly tax refund.

For example, let’s say you make $9.50 an hour, and you work 35 hours per week. Your gross pay is $332.50. After federal and state taxes are deducted, you may get only about $275.00. If you have other deductions, such as health care or savings, you may take home even less.

JOB MATH

Figure Out Your Gross Wages

How do you figure out gross pay? Multiply your weekly wage by 52 to get your yearly pay. Now practice your job math.

1. Kiri earns $10.00 an hour. She works 40 hours each week. How much does Kiri earn?

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Every 2 Weeks</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10.00 × 40</td>
<td>$10.00 × 40 × 2</td>
<td>$10.00 × 40 × 52</td>
</tr>
<tr>
<td>Wage × hours</td>
<td>Wage × hours × 2</td>
<td>Wage × hours × weeks</td>
</tr>
</tbody>
</table>

2. Jeff earns $11.65 an hour. He works 30 hours each week. How much does Jeff earn?

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Every 2 Weeks</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11.65 × 30</td>
<td>$11.65 × 30 × 2</td>
<td>$11.65 × 30 × 52</td>
</tr>
<tr>
<td>Wage × hours</td>
<td>Wage × hours × 2</td>
<td>Wage × hours × weeks</td>
</tr>
</tbody>
</table>
Less, Better, Clearer—Helping Students Write for Brevity

Purpose
To teach students how to condense their writing.

Rationale
When writing, sometimes there is a need to provide more detail and write a longer piece. However, there are also times when writing less is actually the best approach. Nowadays, with the popularity of texting and tweeting (the latter of which is used on the social media site Twitter, which limits each message to a maximum of 140 characters), writing for brevity has become an important skill. We provide here a lesson plan to use with ABE and advanced ESOL students to help them focus on writing for brevity. To be successful with this exercise, students should already know how to identify the main idea of a piece of writing and have some knowledge of writing a summary.

The Basic Activity

1. Talk briefly about what it means to summarize, to help refresh everyone’s memory. Have a sample article to share along with a summary of about 25 words or less for the article. Let students know that they will start off writing a similar kind of summary about a new article.

2. Share with the class an article that you think they will find interesting. To help with this, you can use an article called “Moonlighting Is Part of a Changing U.S. Economy,” which appeared earlier this year in News for You. The article is available at the following link: http://tinyurl.com/NFY-2jobs. Or, identify a handful of articles that you think would be of interest to the class.

3. Individually or in pairs, have students summarize what they have read. Encourage them to keep the summary to 25 words while also making their writing creative and interesting. For example, the summary of this Notebook article could be

   “The article focuses on how to teach writing for brevity to adult students.”

   However, it would be more interesting to write,

   “Everyone needs to know how to write for brevity nowadays. This article helps adult students get that skill just right.”

Both summaries are under 25 words.
4. If students have trouble maintaining with the word limit, have them work with partners to help edit further.

5. On the board or on a large piece of paper, have students write their summaries. If students chose from a few different articles, have the summaries for each article on separate pieces of large paper.

6. Give the class time to read each other’s summaries. Discuss the similarities and differences about what each person wrote. If someone wrote something particularly different, discuss why their word choice or understanding of the article was different.

7. Practice this approach as often as needed to practice writing for brevity.

8. As an extension activity or additional challenge, you can have students edit their summaries to 140 characters or less, per the requirements of Twitter. (Make sure students know that spaces count as characters.) Students can share their shorter summaries with the class and discuss which ones they like best. Or, if your school or class has a Twitter account, students can Tweet their summaries. A summary of this article in less than 140 characters might be

“Better writing through brevity? You bet, with this class activity for adult students and educators.”

More Information
continued from page 10

Blackout Poetry
http://www.bitrebels.com/design/newspaper-blackout-poems-a-creative-way-to-write-poetry/
http://newspaperblackout.com
These links explain how to create poetry using a newspaper or magazine article. By using a marker, putting a rectangle around the words you want to use in a poem, and blacking out the rest of the text, the user is left with a poem. The approach was developed by Austin Kleon, author of a 2010 book about the topic.

Make the Most of Your 140 Characters
http://www.tutwow.com/twitter/make-the-most-of-your-140-twitter-characters/
This article includes some tips for packing as much information as you can into the 140 characters of a Twitter message. Some of the tips are more technically oriented, but others focus on the writing aspect.

Teaching with Text Messages
http://www.onlinecollege.org/teaching-with-text-messages/
This article focuses on ways that teachers might use text messaging with students.

Texting Abbreviations
http://www.webopedia.com/quick_ref/textmessageabbreviations.asp
Here’s a guide to the various abbreviations used in text messaging and social media.
Purpose
To promote teaching approaches that help all students, including those with potential learning disabilities, better understand class material.

Rationale
The federal government estimates that 1 in 5 people in the United States has a learning disability. The range of learning disabilities that affect classroom work and instruction is quite broad but can include dyslexia (problems with reading), dysgraphia (problems with writing), and dyscalcula (problems with math). Some adult students may have behavioral-related challenges, such as attention deficit/hyperactivity disorder (ADHD/ADD) or Asperger’s syndrome, that affect their ability to focus in class or at work.

Many (if not most) adult education programs do not have the funding to identify and diagnose students with learning disabilities, leaving teachers or tutors to find ways to reach these students effectively. These students may have struggled with learning in K–12 settings as well and come to the adult classroom with a sense of frustration.

This professional development article focuses on ways to design your instruction so you can more effectively teach all types of students, including those who may have learning disabilities. Using these techniques will likely make for better instruction for all of your students.

Many of the tips in this article came from a recent online discussion about adult learning disabilities, which took place on an online Literacy Information and Communication System (LINCS) Community discussion group. For more information on LINCS, go to https://community.lincs.ed.gov/.

More Information
Adults with Learning Disabilities
http://www.ncld.org/adults-learning-disabilities
This page from the National Center for Learning Disabilities helps adults or those who work with them recognize the signs of learning disabilities, learn what rights and options they have, and apply tips for daily living.

Adults with LD
http://www.ldonline.org/indepth/adults
This is another compilation of information about adults with LD, sponsored by LD Online.

Support and Resources for Adults with LD
http://ldaamerica.org/adults/
This page is from the Learning Disabilities Association of America.

National Dissemination Center for Students with Disabilities: Learning Disabilities
http://nichcy.org/disability/specific/ld
This government-sponsored page provides basic information on learning disabilities. The information is geared more toward the school age level. The center shut down in September 2013, so the website content will only be available through September of this year.
Supporting a Stronger Classroom for All Students

1. **Ask students how they think they learn best.** There are various assessments online, both long and short, to assess learning styles. However, learning disabilities expert Laura Digalbo, of Burlington, Connecticut, who facilitated the LINCS Community discussion, shares one easy way to broach this topic at a basic level:

   - I learn by listening.
   - I learn by reading.
   - I learn best by doing.
   - I learn when I get to talk about the information.
   - I learn when I write information.

   By asking students which way they learn best, you know how to best address their learning needs.

2. **Demonstrate what you are teaching in multimodal dimensions.** Don’t just talk about what you want students to learn. Write it down on the board or projected computer screen, and then also demonstrate it if applicable. Try to reach students who have various learning styles (e.g., visual, auditory, kinesthetic).

3. **Break activities into smaller time chunks.** For students who you suspect might have ADHD/ADD, giving them extra time to complete activities may not be effective. Instead, break the activity into smaller time chunks, so they are able to work briefly, take a break, work again briefly, and then take another break. Continue with this approach until the activity is finished.

4. **Eliminate visual distractions.** Although teachers want to provide a stimulating classroom environment, it’s also possible to provide overstimulation. Take a look around your classroom and consider if any visual distracters keep students from focusing on important class-related material. It may be as simple as making sure you don’t have too much text on the board.

5. **Tell students what to expect during a lesson.** By preparing students with a short written and spoken agenda, you’ll reduce anxiety. You could even give out a short handout with bullet points to explain the class plan for the day.

6. **Give instructions in the simplest form possible.** Even if you want to boost language or technical sophistication over time, you’ll find students are better able to follow the class with simple instructions on how to complete a task.

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More Information

Here are some resources about learning disabilities that are common in adults.

**Adult ADHD/ADD**
http://www.webmd.com/add-adhd/guide/add-adults

**Dyslexia**
http://interdys.org/AreYouDyslexic_AdultTest.htm

**Dyscalculia**

**Dysgraphia**

**Asperger's Syndrome**
http://www.adultaspergers.org/aspergers/

**Visual Processing Disorders**
http://www.ldonline.org/article/6390
7. **Give students additional time to process new information or ask questions.** Due to language challenges (especially in an ESOL environment), trauma, inefficient learning in the past, or even poverty, students may have different information-processing speeds. When you ask a question of the class or you want them to ask you questions about new information, don’t assume silence equals comprehension. Take an extra minute or so to allow everyone to process your questions.

8. **Provide structured choices to complete certain assignments.** For example, if your class is reviewing a lesson related to workplace vocabulary, decide in advance on two or three options that will help them effectively review the vocabulary. Maybe they can choose to write sentences with the vocabulary, practice saying the words aloud with a partner, or review flashcards with the words. You may structure the lesson so students still have to do all modes of practice, but they have a choice regarding mode they will complete first.

9. **Use graphic organizers.** Hand out copies of outlines, charts, or webs that will assist all students, but especially those who need extra help organizing information. A web search for “graphic organizers” will yield a variety of ideas. See an example below for a Venn diagram, which students can use to organize how two things are different and, in the middle, how they are the same. The example below compares two students who may be discussing their likes and dislikes.

10. **Provide immediate, genuine, positive feedback.** Immediate feedback lets students realize how something they have said or done works successfully in the class environment. Although you’ll want to praise students frequently (many students with learning disabilities may need that extra praise), you also want to make sure the praise is genuine.
Education: It Matters More to Health Than Ever Before


A new report from the Virginia Commonwealth University Center on Society and Health finds that people with less education are more likely to live shorter lives and have poorer health. The report states that life expectancies for people with lower education levels have been declining since the 1990s, especially for white women. It provides some strategies to help encourage general education as well as health education throughout life.

Free Online Course on Integrating Technology

https://courses.lincs.ed.gov/1/
https://lincs.ed.gov/courses

Take advantage of a free course on Integrating Technology in the Adult Education Classroom, available through the Literacy Information and Communication System (also known as LINCS). The course discusses why technology is important for teaching, how instructors approach technology integration, and tools you can use to incorporate technology. The course takes about four hours and is self-paced. At the first site listed above, you need to create a username and password, but the course is free. The second website provides information on other free online courses offered through LINCS.

Newsela

http://www.newsela.com

Newsela is a new website geared toward fourth graders to high schoolers and provides ESOL-focused reading practice. However, the site still has potential for use in an adult classroom. The site provides daily news stories written at a level appropriate for ESOL students and includes story-based quizzes. Users can customize the articles to make them easier or harder. As Newsela is currently in beta testing, use of the site is free. By registering, you get a code unique to your class to help track stories read or quizzes taken by your students.

California Distance Learning Project: Adult Learning Activities

http://cdlponline.org/

The California Distance Learning Project’s site can help your students practice lifeskills topics such as work, health, money, law, science, housing, and more. The site includes a multitude of reading lessons and quizzes, along with some related videos. Students can also listen to the stories. You can use the site to find a reading lesson for your class. If you encourage students to use the site, you may want to pick out a reading or two for them in advance; otherwise, they may get overwhelmed by the large number of stories available.

New Pre-High School Equivalency Workbooks from New Readers Press


A new series of workbooks from New Readers Press, Pre-High School Equivalency, includes cumulative reviews that model item types found on current high school equivalency exams. The workbooks include complete answers and explanations for all pretest, practice, and posttest questions. The workbooks also introduce higher-level critical thinking skills that are assessed with many of the exams.
Annette Lavallo of The Literacy Center in Evansville, Indiana, is a dedicated, passionate tutor. However, we’d be remiss in telling her story without sharing some of Darrell Murray’s story as well. Lavallo began to work with student Darrell Murray in March 2011. Murray was originally assessed at a third-grade reading level and was worried that without help he could not keep up with demands at his long time job at Rent One/ SKC Enterprises. At their initial meeting, Lavallo and Murray hit it off, says Jennifer Wigginton, executive director of The Literacy Center. “I gave them a chance to chat, and they were laughing and carrying on,” she says.

When they met for sessions, both would show up early to have time to catch up on life news. Murray showed many signs of dyslexia, and Lavallo was able to help address those issues using the Orton-Gillingham method—as it happened, Lavallo, a tutor since 2006, had worked previously with another student with signs of dyslexia.

Within eight months, Murray made a level gain; he also began to speak openly about the importance of seeking help for reading problems. Because of his commitment to learning, Murray became the center’s Student of the Year in 2012. He began to text and use the Internet. He also celebrated 31 years with his job in spring 2013.

Murray has worked hard for his achievements, and Lavallo has been there to provide more support.

Murray had emergency open heart surgery in May 2013, and Lavallo decided to visit him in the hospital. She came prepared with reading and writing material in hand. As it happened, Murray had just returned to his hospital room after the surgery. Still, Lavallo jokingly said to him, “You’re not getting out of this!” She even encouraged him to spell catheterization while he was still in the hospital bed. “I knew he could do it,” she says.

Murray was honored at last year’s USCAL conference in Washington, D.C., as a Dollar General Student of the Year. Lavallo wanted to see him receive the award, so she also made the trek to the nation’s capital. Ever the teacher, Lavallo took Murray to the Library of Congress, where they were allowed access to the main room and had a tutoring session; both got library cards from the famed locale.

“It’s been wonderful to see someone blossom,” says Lavallo. “It’s such an honor to be a tutor.” Murray is now at a pre-GED® exam level; he continues to study with The Literacy Center twice a week, both with Lavallo and another tutor. “Annette is truly invested in Darrell’s success,” Wigginton says. “She has so much passion, it’s contagious.”