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## From the President

### Summer is prep time for PAACE board

by Robert McNeill, Delaware Valley College, PAACE President



Summer is usually a time for us to kick back and enjoy some much needed R&R. It is also a time for us to reflect on the past school year and begin to implement plans for the coming year.

As a former co-worker of mine used to say, "Ready or not, those little yellow buses will be dropping the students off on the first day of class." While most of our students do not use the yellow buses, the analogy still works: we can't hold back the calendar!

Having probably just spoiled the images of your vacations, allow me to try to bring you up to date on what your PAACE Board has been doing over the past several months:

- The board has agreed on a monthly meeting schedule that includes conference calls. What this means is that those board members who have difficulty traveling to our meeting locations will have the opportunity to participate in board meetings.
- As you will read in JoAnn Weinberger's [Legislative Update](#), there have been some successes in your lobbying efforts relative to threatened cuts for our educational programs. Please do not rest until all of these cuts are restored, or we feel that we have done everything possible to have our voices heard in Harrisburg and Washington.

- Although it is summer, it is time to think about winter! [To Debbie Hrach it is just around the corner](#), as she will soon be contacting you about your interest in presenting a workshop next February in Hershey. We thank Angie Parrett and the Williamsport Area School District for once again helping us with the online workshop submission process and hosting the website for that database.
- The last part of our Strategic Plan has been discussed and we will have the plan posted on the PAACE website for your review and questions in late August.
- Chuck Klinger has been very busy working with COABE. There is a very good chance that PAACE will be the host organization for the 2007 COABE conference. More on that as developments occur.
- The AAACE Annual Conference is scheduled to be held this fall in Pittsburgh. Past PAACE President Mary Kay Peterson has been working with AAACE to assist them in staging a successful conference. More information about the AAACE conference can be found at the AAACE website, [www.aaace.org](http://www.aaace.org).
- Rob Bender has resigned his chair of the Corrections Education Division of PAACE. Rob was the inaugural chair of the division, and was instrumental in bringing the needs of those involved in corrections education to our attention. Thanks, Rob, for all of your hard work for those involved in corrections education and for the PAACE membership.
- Our next board meeting is scheduled for Tuesday August 9 in State College. If there are any items you would like to bring before the board, please feel free to e-mail me at [mcneillr@devalcol.edu](mailto:mcneillr@devalcol.edu).

As always, we are looking for those involved in adult and continuing education to get involved with the board. If you feel you have the time to make a difference, please call me at (215) 489-4888, or e-mail at the above address.

Thanks, and enjoy the remainder of your summer. I have to go now, as I hear a bus coming!

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## Legislative Update

### Funding struggle is not over

by JoAnn Weinberger, Center for Literacy, PAACE Legislative Committee Chair



It's a busy time in Washington, especially on appropriations. Many thanks go to all PAACE members who have written letters or e-mails, sent postcards, made telephone calls, and scheduled legislative visits. This has been a terrific group effort! (See the article below to hear about what agencies are doing.)

#### Federal appropriations

The key issue being followed is federal appropriations. Although the House of Representatives voted for maintaining level funding for adult education and a 20% decrease in Even Start Family Literacy, the Senate Appropriations Committee has voted for maintaining level funding for adult education and ZERO funding for Even Start. The next steps include:

- Senate Floor debate and vote
- Conference committee of House and Senate members (assuming that the House and Senate pass different bills)
- House and Senate must approve Conference Committee report
- Bill goes to the President for his signature.

Regarding Even Start, there still is hope that a senator will introduce an amendment on the Senate floor reinstating funding for Even Start. If that does not happen, the Conference Committee will have the \$200 million

appropriation from the House and the 0 appropriation from the Senate for reconciliation.

Based on the process, your help may still be needed when the final votes are scheduled.

Check [PAACE's Advocacy page](#) for updates and all advocacy support materials.

## **State Appropriations**

The Pennsylvania General Assembly approved and the Governor signed the budget bill for 2005-06 with hold even funding for adult basic and literacy education, including the state family literacy program. With the new Move Up program and the Department of Public Welfare's commitment of \$6 million matching ABLE's \$1.5 million for 120 new classes, this is a GAIN for ABLE programs.

## **Workforce Investment Act Reauthorization**

On May 18, the Senate Health, Labor, Education, and Pensions Committee passed a reauthorization bill similar to the bill passed by the Senate in the last Congressional session. No date has been set for floor consideration.

Highlights of the Senate bill include a strong focus on adult literacy and returning the percentage of funds that can be used for State Leadership to 15% (it was decreased to 12.5% in the current WIA legislation).

The House has passed a different version of reauthorization, so after the Senate action is completed on the floor, the bills will go to a Conference Committee.

## **TANF Reauthorization**

S. 667 PRIDE is awaiting full consideration by the Senate. It is more supportive of education and job training than prior bills. The House Republicans scrapped committee consideration of HR 2401, sending strong signals that they now believe the better course of action is to resolve TANF reauthorization through the budget reconciliation bills required of the House Ways and Means Committee and Senate Finance Committee prior to the end of September. One of the reasons for this move is the proposed reauthorizations require additional funds.

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## **Not sitting back: Agencies share advocacy experiences**

In response to the proposed federal budget cuts for adult basic education and Even Start, agencies throughout the Commonwealth who rely on that funding have been active in advocacy efforts. We solicited PAACE members to share their experiences ...

### ***From Paula Campbell, State College Area School District:***

The State College Area School District Community Education, ABLE Program staff met with Congressman Peterson and his staff in State College on April 25, 2005, to discuss the proposed adult education funding cuts. The program administrator, counselors, instructors, edata assistant, and students presented the Congressman their "stories" about adult education and its impact in Centre County. The Congressman assured the group that they had his vote for restored funding. He believes in the value and effectiveness of adult literacy programs across the state. Several related articles and editorials following this story have also been published in the local newspaper, the Centre Daily Times. Finally, several staff members and students from the program voiced their concerns about the proposed adult education funding cuts at a demonstration at the Pennsylvania State University, during President Bush's visit with the Future Farmers of America to discuss Social Security on June 14, 2005.

### ***From Frank Engel, Center for Literacy, Philadelphia:***

On June 16 a bus carrying 32 people left Philadelphia on a trip to Washington, DC to visit the Philadelphia Congressional delegation. The purpose of this board-sponsored trip was to advocate for restoring the funding for Adult Literacy and Even Start Family Literacy Education to the proposed federal budget.

Eight board members took the day to travel to Washington. Also on the trip were five staff members, four members of the Alumni Association, and 15 students.



JoAnn Weinberger and the bus driver to DC



Mark Laisch, Senate Appropriations Committee staffer

legislative assistants of Congresswoman Allison Schwartz and Congressman Curt Weldon.

The post-event evaluations were uniformly positive. It was the consensus of those on the trip that a positive message was delivered and a positive impact made. Board members gained greater insight to our students and alums, who in turn gained a greater understanding of the legislative/budgetary process.

***From Karen Mundie, Greater Pittsburgh Literacy Council***

Programs in Allegheny County began to work on advocacy in February as soon as the president's draft budget was released to the press. We immediately started to organize our programs to make sure our senators and representatives would have many, many contacts with staff, students, and volunteers from our eight programs.

Following a morning presentation by Dr. Lennox McClendon, Executive Director of the National Council of State Directors of Adult Education, the legislative directors from the offices of Senators Specter and Santorum received letters from Gov. Rendell, Philadelphia Mayor John Street, and a City Council Resolution encouraging the Senators to support funding restoration. They also heard from students and members of the alumni association, whose presentations were effective, emotional, and well considered. For example, one member of the alumni association spoke of the role that CFL played in her opportunity to subsequently earn her master's degree. As a further example, one student compared herself to a tree. "A tree is planted and requires water to grow to its full potential. Reaching its full size does not mean that it no longer needs water. Please continue to water us."

In the afternoon, visits were made to Congressmen Fattah and Brady by a representative group. Similarly, visits were made to the



One of CFL's ESL learners from Algeria



Every Allegheny County program encouraged student, staff, and visitors to write letters and make phone calls. Some agencies relied mostly on PAACE's yellow "No One Left Behind" cards while others used individualized templates for letters and phone calls. GPLC issued an emergency newsletter, providing contact information and templates for calls and letters, which we disseminated to all teachers, tutors, and students. It generated a wonderful group of letters to be hand-carried to the offices of Reps. Doyle and Hart. Additional letters and calls were directed to the Washington offices of the representatives as well as to our senators. I can say with confidence that our programs made over 300 contacts with legislators.

We tried to meet personally with representatives or their education aides whenever possible. We met with Rep. Melissa Hart's education aide, to whom we presented student cards and letters in support of adult education funding. We were able to meet with Rep. Doyle personally and present to him 80 hand-written letters from students and volunteers of the Community College of Allegheny County and Greater Pittsburgh Literacy Council (GPLC). After this meeting, we continued to communicate with Doyle's staff through e-mail and phone. As a result, he and his aides followed the progress of adult education funding, and, in the end, Doyle was the only PA congressman to sign the Dear Colleague letter that asked to have adult education funding restored to the draft budget. We didn't forget to send him a thank-you note.

In the week before the House subcommittee met, our agencies went into high gear. GPLC asked all volunteers to call their representatives. Although we in the Southwest do not have a representative sitting on the subcommittee, we still felt we could make a difference. We asked our representatives to contact the subcommittee chair to express their support for adult education funding. To use the energy we were raising through the calls most efficiently, we also asked the volunteers to call their senators with a more general message about adult education funding.



The result was a deluge of calls to representatives Doyle, Murphy, and Hart and to both senators' offices in the days just before the subcommittee met. Then, in the period just after the full committee vote, the Allegheny Intermediate Unit prepared and disseminated a tape in which students gave testimonials on the value of our programs. This tape reached congressional offices before the full house vote but really represented our first salvo directed chiefly at the senate appropriations process.

To increase public awareness of our issues we contacted reporters and explained our situation. We were able ultimately to get two front-page articles, one on the funding cut in general and another on how cuts might affect local programs. Most local program directors were quoted in the article and spoke to how cuts would affect their agencies. These were followed by a Post-Gazette editorial on May 26, "[Literacy is life / Save adult education from the budget ax,](#)" which continued the theme of how important these programs are to the life of the community. An article in the South edition on June 23, "[Bush's proposed budget cuts may hurt language program at Prospect Park,](#)" talked the about effect cuts might have on a neighborhood family literacy program.

Once the budget was through the House subcommittee, we decided we needed to keep our unity and energy up -- and public awareness focused on adult education funding. So on June 22 we held a "Save Adult Education. It's Worth It" rally on the steps of the main branch of the Carnegie Library. Speakers included the new director of the Carnegie, Dr.

Barbara Mistick; Joe Moyo, from Bidwell Training Center; Shannon Mischler from GPLC; Nancy Woods from Adult Literacy Action (Penn State Beaver); and Betsy Hunt, a real fire-brand speaker from Carlow Community Education. Over 150 people from all our local programs participated.

We know that we still have a long way to go and that we could still lose everything we gained. The programs in Allegheny County will not be complacent but will continue our efforts until a final budget is passed that will enable us to continue to serve students with quality education programs.

### ***From Diana Statsman, SCOLA, Scranton:***

When this issue first came out, I notified our supporters via our newsletter. Then, we created student and tutor letters to two Representatives and both Senators and had students and tutors who came into the office sign them and address blank envelopes, using their own return address. We also had students sign four petitions. We mailed the letters at a rate of three or four a day so that we could keep reminding them of our position over the course of three or four weeks. We mailed the petitions at the end of the letter-writing period. At the same time, we e-mailed tutors and board members to 1) call, 2) write, and 3) fax the Congressmen. Staff was asked to participate, too, using their own stationery. All told, there were about 100-150 calls, faxes, letters, and e-mails that I was aware of.

In the meantime, I wrote a lengthy Letter to the Editor, all of which was published.

Don Sherwood is a Representative for part of our state and is on the House Appropriations Committee and the Education Subcommittee. JoAnn Weinberger called about a week before the June 9 markup and asked if SCOLA could help. Again, I immediately e-mailed board members and tutors (most live in Sherwood's area of the county and happen to be influential people in their own right). On June 7 I made a personal plea to the tutors at our annual in-service (again, most were in Sherwood's area and a face-to-face plea was very effective). I did the same the next day at our board meeting. I had called and talked to Sherwood's educational aide, Teresa Baker, two or three times. She was always nice but emphasized that there just wasn't enough money to go around. This message didn't change. I took that as a "No" vote by Sherwood. However, the next day he did, in fact, vote to restore funding to its previous level. So, I'm assuming enough people called.

I followed this up with a personal call to Teresa Baker and asked her to pass my thanks on to Mr. Sherwood. I then e-mailed board and tutors and thanked THEM for all their help. Then, after pointing out how a few determined people can make quite a difference, I asked them to do two more things: 1) call Ms. Baker as I did to thank the Congressman for his support and 2) get started on Senator Specter.

I might add that Senator Santorum has an office in Scranton and he's against adult education funding. I'm thinking about a demonstration out in front of his office about 4:30 p.m. (just before the news). If we have to, we can do it every day the week of the Senate vote. I've never demonstrated before, so it will be a real learning experience for me! But our little victory up here has gotten me all charged up and ready to go!

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## ***Division Reports***

### **Adult Basic and Secondary Education (AB/SE)**

#### **Planning a lesson plans collection**

**by Libby Wilson, GECAC and Stairways Behavioral Health, ABSE Division Director**



The ABSE Division will be contacting all APEX winners from 2000-2005 and asking them to contribute a lesson plan or instructional strategy. These lessons and strategies will be compiled into booklet form and distributed at the 2006 PAACE conference in Hershey. These lessons and strategies may also be the basis for a conference workshop.

If you have any concerns of interest to the ABSE division, please e-mail me at [lwilson@eriecareerlink.org](mailto:lwilson@eriecareerlink.org) or call (814) 455-9966, ext. 520.

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## Workforce Development

### Move Up initiative for welfare clients launches July 1

by KayLynn Hamilton, Institute for the Study of Adult Literacy (Penn State), Workforce Development Division Director



The Bureau of ABLE, in collaboration with the Department of Public Welfare, is implementing a new initiative beginning in July, **Intensive Adult Basic Education Services for Welfare Clients**, now called **Move Up**. The initiative targets welfare (TANF) clients in selected counties and provides for competitive grants totaling \$7.5 million. There will be about 120 new classes throughout Pennsylvania.

You ask, “What does this have to do with workforce education?” The ABLE agencies that are providing these services will have the unique opportunity to provide intensive instruction, 24 hours per week, to adult learners. Classes will provide instruction in adult literacy, adult basic education, GED, and English as a second language. These classes will be designed to not only increase reading and numeracy skills, but also provide contextualized instruction addressing the workplace and family.

A three-day Institute for Intensive Instruction will provide instructors and administrators a comprehensive overview of key elements for success. The [Workforce Education Research Center](#) (WERC) at the Institute for the Study of Adult Literacy at Penn State is coordinating the conference.

On another note, ABLE agencies participating in WERC projects will be invited to attend the WERC Conference on August 30 and 31 at Toftrees Resort. If you have been a part of your ABLE-funded agency’s efforts to include workforce education, please watch for more details on this opportunity.

Have a great summer!

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## Continuing Higher Education (CHE)

### Ready for school? The enrollment counselor’s role in preparing the adult student

by Mark Labbett, Enrollment Counselor, Robert Morris University

Mike, a 35-year-old university student, is sitting at the dining room table, working on his notebook computer in preparation for a final exam that is tomorrow. His wife is insisting he “get off that computer” and do the dishes before his child goes to bed.

Jill, a 25-year-old student, is also studying for an exam. Her roommate has invited her friends over to have a party and watch a pay-per-view concert in the living room, where Jill’s computer is located.

Sam, a 42-year-old sales consultant, is asked to stay late at the office to make a few phone calls. He knows the calls could wait until the next day, but his boss is very strict and wants them done tonight. Sam has an exam in one hour and is afraid he will miss it.

Such stories illustrate why some adult students have trouble completing homework or do poorly on exams. Although most adult learners feel ready to return to school, they may not have the support necessary to help them complete their educational goals. Support is a key component of success, and being an advocate -- as a friend, spouse, child, co-worker, or counselor -- is important.

Many students assume they have family support for returning to school. However, the family may not understand exactly what the adult learner is getting into. One role of the admissions or enrollment counselor is to help the prospective student understand the commitment and gauge the student's level of readiness. This includes knowing:

- the type of work the student does, if any.
- how many hours the student works.
- activities outside of work.
- whether the student is taking care of children or others.
- the flexibility of the student's work.
- if the employer knows the student is returning to school.

These factors play a part in how successfully the student can commit the time needed to complete a degree program. Once the student understands that these are actually factors, it can open her eyes to the commitment and complexity of going to school. Support must come from the family, the employer, and the institution. If any of these sources of support are weak, the success of the student in completing the program may be in danger.

Family support is usually the biggest issue. The spouse and children must understand what the student is undertaking and what it means to the family as a whole. The family needs to understand that the student's lifestyle will need to change in order to make time to go to class and study. Vacations usually taken, weekend games usually attended, and even small things like doing the dishes may have to change so the student can focus on required coursework. This is not an easy thing to explain to a spouse and children to whom, for a period of time, the student may not be as available like before. This is a factor that can keep an adult from returning to school for a long time, if at all.

Support from the work environment is also a factor that adults are usually aware of. A student on a strict schedule has to accept and work around that reality. Many adults may not have the same day off each week. A company can offer support by working with the person to allow at least one evening or Saturday to go to class. This would show the importance the company puts on education. Arrangements could be made to make up time if the student has to leave early to meet with an advisor or needs a longer lunch break during finals.

Institutional support can come from many areas. Adult students say one of the most prominent areas of support is "convenience." An institution can provide convenience in the form of reduced tuition cost, hours of in-class time, class location, parking, hours of student support service offices, online services, and class scheduling.

Commonly, a student comes into the recruiting office very anxious to begin school. *How many classes do I need to graduate? How long is it going to take to graduate? How much is it going to cost?* Although the answers to these questions are important, it is crucial that the student understand what he is getting into. The prospective student almost always feels ready to go to school. The more important question for the enrollment counselor to ask may be, "Is your environment ready for you to go to school?"

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## Family Literacy

### Programs connect with libraries during the summer

by Susan Mansuetti, Penn State Beaver, Family Literacy Division Co-Director



Summer is a great time to swim, play, and enjoy the summer sun. For Family Literacy programs across the Commonwealth summer is also a great time to connect with your local library. This year's summer reading theme is "Dragons, Dreams and Daring Deeds" and the program is part of a consortium that includes Family Literacy programs and libraries in 30 states across the country.

Why do Family Literacy programs place such a great emphasis on summer reading? According to McGill-Franzen and Allington (2003), the best predictor of summer loss or summer gain is whether or not a child reads during the summer. Since economically disadvantaged children are less likely to own books, they are also less likely to read during the summer. By the time a child is in middle school, the summer reading loss of three months has accumulated into a two-year gap.

The summer reading program that the Family Literacy programs participate in is working to bridge that gap. Heyns' research (as cited in Ghoting, n.d.) has found that the number of books read during the summer is consistently related to academic gains, and reading is the single activity most strongly related to summer learning. Regardless of income, children who have read at least six books during the summer gain more in reading achievement than children who do not. The partnerships that Family Literacy programs have developed with local libraries is important because the use of libraries is more predictive of vocabulary gains than attending summer school, and libraries contribute more to the intellectual growth of children during the summer than other public institutions.

So, if you have an extra 20 minutes a day, why not spend it reading a book? Better yet, read with a child—it really pays off.

## References

Ghoting, S. (n.d.) Summer time is reading time. Retrieved September 22, 2004 from <http://www.thefamilyworks.org/Parenting/famread.htm>

McGill-Franzen, A. & Allington, R. (2003) Bridging the summer reading gap. Originally published in the May/June 2003 issue of *Instructor*. Retrieved June 20, 2005 from [http://teacher.scholastic.com/products/instructor/summer\\_reading.htm](http://teacher.scholastic.com/products/instructor/summer_reading.htm)

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## ***Of Interest to Members***

### **2006 Midwinter Conference planning well under way**

by Debbie Hrach, Stairways Behavioral Health, PAACE First Vice-President



The most recent news that the House Sub-Committee for Labor, Health and Human Services, Education, and Related Agencies has restored level funding for state grants for adult basic education to its fiscal 2006 education appropriations bill makes "Meeting the Challenge," the theme for the 41<sup>st</sup> annual PAACE Midwinter Conference, quite appropriate. Our letters, phone calls, faxes, e-mails and visits have demonstrated our ability to work together to meet a challenge, and history has shown that we will continue to do so. What better place to strengthen the partnerships we've formed and continue to make connections than at the Hershey Convention Center, February 8-10, 2006.

One of the more pleasant responsibilities of being Conference Chair is that of selecting both the Keynote Speaker and the Honorary Chair. Fortunately, this year my job came easily as both individuals chosen for these roles agreed to join us at my first request. It is with much pleasure and respect that I announce this year's Keynote Speaker, Robert Wedgeworth, President of Proliteracy Worldwide, and Honorary Chair, Nickie Askov, Distinguished Professor of Education at Penn State University.

Mr. Wedgeworth's career has spanned almost four decades as an educator and academic librarian. He retired from the position of University Librarian and Professor at the University of Illinois in August 1999. His career includes active involvement in literacy issues, including founding the Coalition for Literacy and stimulating the Ad Council to launch the first literacy awareness campaign in the early 1980s. Bob is the former President of Laubach Literacy International prior to its merger with Literacy Volunteers of America.

As co-director of the Institute for the Study of Adult Literacy and of the Goodling Institute for Research in Family Literacy, Eunice (Nickie) Askov has focused on adult literacy for her career. She is a member of the Adult Education faculty, teaching research and literacy courses both in residence and on the World Wide Campus. As part of the development team, Nickie learned many lessons about designing instruction and teaching online. These experiences have made her enthusiastic about the possibilities for online instruction for literacy and/or workforce development.

I'd like all of you to begin thinking about two things: changes you'd like to see at this year's conference and how you can share your expertise by presenting a workshop session. In the past we've made such changes as moving some division meetings to Wednesday evening and changing the times on Wednesday evening sessions based upon members' requests. I'd very much like to hear your ideas and ask that you get in touch with me through the link on the PAACE website. I look forward to receiving your workshop proposals and to seeing you at the 2006 PAACE Midwinter Conference.

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## ***Of Professional Interest***

### **NCSALL launches new Web site**



National Center for the Study of Adult Learning and Literacy

The National Center for the Study of Adult Learning and Literacy (NCSALL) is pleased to announce the launching of its new Web site, with a new address: [www.ncsall.net](http://www.ncsall.net). Not only is the name easier to remember, but the site has been completely redesigned and reorganized. The hope is that visitors will find it easier than ever to locate resources on the NCSALL Web site. NCSALL encourages you to update your bookmarks!

The NCSALL site is a treasure trove for adult educators. For example, reports of recent research in adult education are available on the site. Completed topics include:

- Adult Development

- Adult Multiple Intelligences
- Assessment of Outcomes
- Classroom Dynamics
- Equipped for the Future Study
- Literacy Practices of Adult Students (LPALS)
- Professional Development

Continuing topics currently listed are:

- Adult Reading Components (ARCS)
- Adult Student Persistence
- GED Impact
- Health and Adult Learning and Literacy
- Longitudinal Study of Adult Learning (LSAL)

From the front page, click on the Research tab at the top.

NCSALL's Web site also is the home of the respected Focus on Basics newsletter and other publications.

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## ***Announcements***

### **10th Annual Summer Institute for Family Literacy: August 1-3, 2005 Louisville, KY**

#### **National Center for Family Literacy**

This year's luncheon Keynote Speaker will be José Velázquez, Director, Hispanic Family Learning Institute.

*More information:*

National Center for Family Literacy

325 West Main St., Suite 300

Louisville, KY 40202

Phone (502) 584-1133 X 190

Web: [www.famlit.org/Training/Training-Schedule.cfm](http://www.famlit.org/Training/Training-Schedule.cfm)

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### **International Literacy Day: September 8, 2005**

International Literacy Day has been celebrated every September 8 since 1965, when it was first established by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Many organizations and governments throughout the world take advantage of the day to consider the status of adult and child literacy, note progress, and identify work still to be done.

*More information:*

[www.nifl.gov/nifl/literacy\\_day/ild\\_current.html](http://www.nifl.gov/nifl/literacy_day/ild_current.html)

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**ProLiteracy Worldwide's 2005 Annual Conference**

*Save the date*

**October 26 - 29, 2005**

Tucson, Arizona  
Starr Pass Marriott Resort and Spa

For more information:  
[www.proliteracy.org/conference](http://www.proliteracy.org/conference)  
315-422-9121, ext. 319



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**AAACE Annual Conference**

**"Adult Education and Learning: Working for You"**

**November 6-11, 2005**

**Hilton Pittsburgh**

**Pittsburgh, PA**

More information available at [www.aaace.org](http://www.aaace.org)

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***PAACE News available in PDF***

For those who like to print out *PAACE News*, you have the option of printing directly from your browser or downloading a PDF file of each issue.

 [Download the current issue of \*PAACE News\* as PDF file here.](#)

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**Comprehensive conference listing!**



Whatever your interest in adult education may be, the LINCS conference calendar has something for you--actually, LOTS of things for you. Check out this thorough list of conferences and events related to adult education, technology, and affiliated topics at: [www.nifl.gov/cgi-bin/Calendar/calendar\\_world.cgi](http://www.nifl.gov/cgi-bin/Calendar/calendar_world.cgi)

[www.nifl.gov/cgi-bin/Calendar/calendar\\_world.cgi](http://www.nifl.gov/cgi-bin/Calendar/calendar_world.cgi)

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### **Are you subscribed to the PAACE members e-mail list?**

If you are a PAACE member and are not subscribed to the members e-mail list, you may use the simple sign-up process by going to [www.paacesite.org](http://www.paacesite.org), clicking on the link on the main page for the PAACE lists, and following the link for the [members@paacesite.org](mailto:members@paacesite.org) list. Subscribers also may follow the link to change subscription information. Only subscribers may post to the list.

PAACE members are encouraged to be on the e-mail list in order to receive announcements and late-breaking legislative news, *especially now!*

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### **E-mail PAACE!**

Address your e-mail to [paace@paacesite.org](mailto:paace@paacesite.org) for general inquiries and information. Joan Leopold, PAACE executive director, will answer your questions or direct your e-mail to the appropriate person.

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### **Our 2005-06 Officers, Regional Representatives, and Division Directors:**

*President:* Robert McNeill (Delaware Valley College)

*First Vice-President:* Debbie Hrach (Stairways Behavioral Health)

*Second Vice-President:* Chuck Klinger (Tuscarora Intermediate Unit 11)

*Secretary:* Karen E. Warner (Lincoln Intermediate Unit 12)

*Treasurer:* Frank Nardone (Luzerne Intermediate Unit 18)

*Immediate Past President:* Mary Kay Peterson

*Remote Past President:* David Manzo (Luzerne County Community College)

*Western Regional Representative:* Emmett Baxendell (Goodwill Industries of Pittsburgh)

*Central Regional Representative:* Ruth Love-Schooley (Lycoming County Library System)

*Eastern Regional Representative:* Joe Morales (Lancaster-Lebanon Intermediate Unit 13)

*Adult Basic and Secondary Education Division Director:* Libby Wilson (Greater Erie Community Action Committee and Stairways Behavioral Health)

*Continuing Higher Education Division Director:* Mary Anne Varacalli (Delaware County Community College)

*Corrections Education Division Director:*

*ESL Division: Eastern Co-Director:* Elaine Greene (Center for Literacy), *Western Co-Director:* Theresa Andrews (Greater Pittsburgh Literacy Council, on leave)

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The purpose of *PAACE News* is to inform members of PAACE about the activities and plans of the Association and how they can participate in them. Remaining consistent with the mission of the organization, the newsletter connects a diverse audience of adult education practitioners, researchers, and students throughout Pennsylvania.

This issue published July 18, 2005

To submit material for *PAACE News*, please e-mail the editor at [tana\\_reiff@comcast.net](mailto:tana_reiff@comcast.net).

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