

**Transcript of The New York Public Library's ESOL Webinar  
Monday, March 20, 2012**

*Deanna Lee:*

Hi everybody, I'm Deanna Lee; I'm the VP for Communications and Public Engagement at the New York Public Library. This is actually the first in what we hope will be a series of virtual discussions that the library hopes to have on directions we're going in, in the future and programs and initiatives that represent things that we want to build out, such as today, ESOL programming. You can read about the areas in which we're hoping to expand at [nypl.org/yourlibrary](http://nypl.org/yourlibrary), and you'll read about ESOL and a number of other things too, you can also find out about future discussions that we'll be having like this one.

Now, I do have to say, since this is the first, as you can imagine, we have a few technical challenges and that's why ideally you'll join us by the chat option as opposed to phone or Skype because we're trying to keep this really simple without incoming video or audio for this first webinar. But if you are on by phone, and I see a few of you are, and you want to submit questions for Ken and Lynda, whom I'll introduce in a moment, to answer, if you have access to email, you can email us at [yourlibrary@nypl.org](mailto:yourlibrary@nypl.org) and we'll get them your questions today. Overall, that's an email you can use to share any thoughts with us and I certainly hope you will.

So without further ado, Ken English and Lynda Kennedy are here as the heads and the uber-brainstormers of where we want to go with pilot programs at first to expand ESOL programming. I'm going to let them introduce themselves and tell you a little bit about what they do and then we hope that you will text or email in those questions to [yourlibrary@nypl.org](mailto:yourlibrary@nypl.org) or text right in this software that you're on now through Fuze Meeting and they'll answer your questions. So here we go.

*Lynda Kennedy:*

Hi, this is Lynda Kennedy, and just to get us started, I'll begin talking about our programming as we begin to re-envision it. About a year and a half ago now, where we had separate programs, adult literacy centers in eight sites that dealt with low-literacy adults, and we had ESOL programming for adults happening in the evenings at 16 to 18 sites, depending on the semester, and we had separate resources, a lot of overlapping expertise, and we began to really re-envision an integrated literacy center that would be used every day that the library was open, more hours of the day and really make best use and smarter use of the existing resources that served a population that was very similar and indeed often would

overlap as people progressed out of one area and into another, moving from ESOL into learning – being able to converse with the tutor in English but still being a low-literacy adult and moving towards their continuum, their ultimate goal, whether it would be GED programs or citizenship, that kind of thing.

So we brought together the two parts of our adult literacy, the ESOL and the Centers for Reading and Writing [CRW], under the direction of the aptly named Ken English, and began to re-envision how we staffed the program, whether it was done – we've been mostly working with the Riverside Language Program, with contract educators, but we began to hire our own ESOL specialists, and we've been starting to train our ESOL tutors, volunteers, under the model of the CRW and rethinking – widening the scale of the types of ESOL programming we offer, not just the formal practice with the Riverside Language Program but also We Are New York, discussion groups, other kinds of computer-assisted instruction.

And with this new pilot, we are solidifying this vision. So the ideal is, moving forward and pending funding, that we would have hub sites in each borough that would be these integrated literacy centers that, you know, 16 hours a day, six days a week we're offering services for ESOL students, for adult low-literacy in English students, for family programs that take wider advantage of all of the resources and the branches in which they're housed. And I think Ken can actually expand more on the details of the different number of students we're currently serving.

*Ken English:*

Well, obviously, New York City is a city of immigrants. More than 40 percent of people who live in New York City speak a language other than English at home, so having English Language programming, helping people to learn English, improve their reading and writing skills is obviously an important mission of The New York Public Library.

As Lynda was stating, New York Public Library has more than a 25 year history, having English for Speakers of Other Languages, which is what ESOL stands for. And I'm happy to say that New York Public Library is definitely exploring new avenues for expanding this kind of service. So we've also had what we call the Centers for Reading and Writing in existence for about the same amount of time, over 20 years. So that's an important program that helps native speakers of English and nonnative speakers of English improve their reading and writing. So in order to take advantage of that program, really you need to be fluent in English. That

doesn't mean you speak grammatically correct but that the library is here working in small groups at eight different sites across the city helping adults improve their reading and writing.

So that really is an extension of our English language program, because many of the students that participate in that program were not born here in the United States and English is not their first language, but they've increased their language proficiency well enough to communicate with volunteer tutors, which is a very important part of our program. So, volunteers, Lynda, make up a big part of what we do here at the library and we're always looking for more volunteers.

*Lynda Kennedy:* Absolutely, and you can find information of how to volunteer for our Centers for Reading and Writing or our ESL programs on our website, and we're always looking for good, active, involved people.

*Ken English:* So, you know, I see a question that we have, someone was asking, well, what do I need to do to be a volunteer, do I need to have teaching experience? Well, actually, no, volunteers really – what would be a great volunteer is somebody who really enjoys reading and writing and sharing cultural experience, and basically being an ambassador for our country, helping people get acclimated to a new culture, a new environment. So typically we say a volunteer should have a high school diploma or, of course, you know, education is an important part of what we do, so of course, the better educated somebody is, I think, probably the more helpful they could be in our program. But really the desire to help somebody else –

*Lynda Kennedy:* And the commitment.

*Ken English:* The commitment is essential. Being culturally sensitive. Really just the desire to want to help somebody else improve their reading and writing. So avid library users are typically our best candidate for volunteers.

*Lynda Kennedy:* I see somebody has asked, is the program, are the classes free, and yes, they are absolutely free. Though there is a cost attached, not to the students themselves, obviously.

*Ken English:* Yes, you know, students always ask that and we put it on every flyer, classes are free, free, free. Yes, they are free to the student, but certainly free programs are never free. Actually, it costs quite a bit of money to host a student in our program, so usually what we

try to explain to our potential students is really to support this program when you join, we really need you to attend regularly and to participate in the classes. So typically, our students are asked to commit to about a ten-week cycle in our program, and typically that's about five hours a week.

So with a 50-hour commitment, we're basically asking you to attend all of the classes and to participate, do the homework and be prepared to support the other people in the class and to certainly to give it your best, so both for our volunteers and our students. So commitment is a big part of how we get our program and continue it.

*Lynda Kennedy:*

And this attaches to another question someone had put up about, the budget is always under threat and how are we looking to expand our programming when we're facing a budget cut, and it has a lot to do with being smarter with our dollars, which we were already thinking about. Because of this fact that free classes aren't free, they cost instructor time, they cost materials, and we really want to be smart about where we offer classes. We don't want to put classes in branches where they're surrounded by organizations already offering classes, or we don't want to offer classes in the evening if people in that neighborhood would really rather have an ESOL class in the morning.

So we're working with our branch managers across the system to self-assess, in terms of resources, from the practical, do you have room to offer a class, a quiet space, to what else is in the neighborhood, and sort of a branch profile, and offering information sessions to see what the turnout is and who is willing to come to an orientation and what time of day does it work best for them. So we are trying to spend smarter and continue the services and increase the services where there is such a need in the city.

*Ken English:*

Yeah. You know, Lynda was talking about the varied schedules, which is one of the main improvements we're trying to make to our program. So typically we have held our classes in the evenings, oftentimes because of space availability. Sometimes we have to offer the classes after our library branch is closed. But we know that the students that use our program have very varied schedules, many work overnight shifts, so 6:00 to 8:00 is often not the best schedule for our adults. So that's why we're expanding our schedule offerings to include mornings, afternoons, of course, our traditional evenings. We're also now offering instruction on Saturdays and Sundays at selected branches. So we've really

branched out both in the scheduling that we offer and in the different types of instruction which we'll expand upon in a minute.

But I also see, you know, we're trying to eliminate some of the barriers to adults participating in our program, and I see one of our listeners wrote in about childcare, do we offer childcare to help our adults participate in the program. You know, currently we don't. We have tried some pilot projects at different branches with varying levels of success. You know, it is a challenge to – for parents to make time to come to our programs. We certainly understand that. I'm sure we will be continuing to explore providing whatever options we can at the library, but currently we do not have a model that would allow for childcare while parents are participating in our English Language Programs. We are sensitive to the need and we will continue to explore that possibility, but currently, Lynda, we do not have that available.

*Lynda Kennedy:*

No. There is also a question about are there waiting lists and if so, how are they addressed.

*Ken English:*

Well, you know, citywide it's estimated that more than a million adult New Yorkers really could use these kind of services, both to improve their English language skills and literacy skills even for people who were born here in the United States, so we know the need is great, but, you know, although there's certainly over a million New Yorkers that could use this kind of service, there's really – you know, we're looking for students who are ready to join a program, who are prepared, which means you can make that commitment.

The ideal student in our program certainly needs to commit to the minimum of the five hours of instruction that we provide weekly. So when they sign up for a class, let's say it meets Monday and Wednesday from 1:00 to 3:30, we need them to make sure for the next ten weeks that they've added this to their schedule and really they've made every effort to eliminate any barriers to that participation. So that's a really important thing. So when you sign up, we really need you to make sure that you can show up, sign up, show up.

But with the waiting list, yes, we do have actually a computerized waiting list that we use in the Centers for Reading and Writing, for our ESOL program. So typically, you know, right now, we can take most of the people who come out for our registrations, but those who can't make it in, we do take detailed records of who they are and we do invite them in for activities between our

registrations to try to keep them engaged in the Library. And we're trying all new information sessions, so I hope that you would encourage people to check out our website and go into a branch library and find out where our next information sessions are going to be held because that's a new vehicle we're using for bringing in new students, Lynda.

*Lynda Kennedy:*

And somebody asked, can you handle students who do not speak any English, and this is back to getting rid of barriers to access. That's who we're here for. Many of our students are the absolute beginning, many are not literate in their own language. So we try as best as possible at registrations and information sessions to know what the major language groups are in the area, to have materials in those languages, to have speakers of those languages there to help with translation for test implementation, to see what level folks are at. But that's who we're there for, so absolutely, yes, we are set up and geared to dealing with the student who is passionate and who is ready to commit and who needs to learn. So we don't turn people away if they don't speak any English at all, that's who we want to serve.

*Ken English:*

Yeah, matter of fact, that's more than half of the students that we serve. The Library's niche really is the lowest-level learners throughout the city. I see a next question here, do people need to give personal information to take a class. No, we actually really take a lot of pride at the New York Public Library, it's a democratic access library. We do not ask people to show documentation to join a program, and so we would want to make sure that immigrants, whether documented, undocumented would know that, no, you are always welcome in The New York Public Library and of course, you know, it is important, if you want to get a library card, there are some guidelines as to how you get that, but even with a library card, you don't have to be a documented citizen in order to get a library card.

So library programs are really open to the world, and so no one needs to have fear to come to a library literacy or English language program, we welcome them and so please come on in.

*Ken English:*

So somebody asked where does instruction take place? Well, instruction takes place in branch libraries. So, you know, that's what's unique about our programs. Quite often people can feel intimidated coming into government buildings, even to go into a Department of Education school you have to show I.D., and no, at the library programs just come on in. And so we're located – our English language program currently is located in 16 branch

libraries throughout the three boroughs that New York Public Library serves, which is Staten Island, Manhattan and the Bronx. For a lot of people who aren't sure or don't know, Brooklyn and Queens are actually separate library systems which dates back to 1895 before New York City was a five-borough city. But New York Public Library, again, serves the Bronx, Staten Island and Manhattan, and we have 16 locations for our English classes and eight locations for our Centers for Reading and Writing.

*Lynda Kennedy:* Are there programs for more advanced level English speakers?  
Yes, that's the short answer to that one.

*Ken English:* Yes. We are developing new programming. So one thing, for example, would be our small group tutorials that meet in the Centers for Reading and Writing. As I said earlier, those programs are supported by volunteer tutors and we expect students to be able to speak fluently to participate in those programs. We're really focusing on reading and writing skills development, but obviously there's a lot of conversation going on there, so it's a great opportunity for our more advanced second language learners to participate in that. And actually, they'd even have an opportunity to work with native English speakers who are also students improving their literacy skills. So the best way to actually improve your language skills is to be with people that English is their first language and develop your reading and writing along the way.

Another offering that we have is Citizenship, which is a growing demand in the library. Obviously, immigrant students are looking to improve their lives for work and citizenship is a big part of what we are doing now at the Library. We're really hoping to expand our programs that we're developing in the Bronx and Manhattan, and we're looking to expand that to Staten Island. So we have some great staff at the Centers for Reading and Writing that are developing Citizenship as we speak. So you could reach out to the staff at the Bronx Library Center for Reading and Writing. Christine Debush, who is probably out there listening to us right now, would be happy to give you more information if you call the Bronx Library Center for Reading and Writing at 718- what is it, 718-579-4222, 718-579-4222 and that information is available on our website.

*Lynda Kennedy:* Periodically, as well, we offer health literacy classes, again, for the more advanced speaker, the *We Are New York* series is a great way to practice conversation around day-to-day needs. This is a series put together by the Mayor's Office.

*Ken English:* Yeah.

*Lynda Kennedy:* That was – covers things such as going to talk to your child’s school, talking to a doctor. It’s a series of episodes that come with discussion guides, and it’s a great way to learn the kind of language that’s beyond the basic but that you need for day to day, to get on and get around this city and take advantage of the services that are there.

*Ken English:* Yeah, *We Are New York* is a fantastic video series that was produced by the City University, the Mayor’s Office of Adult Education, and the Library certainly contributed to its development. It is available in The New York Public Library, it’s a nine-video series that helps immigrants, as Lynda was saying, deal with adult topics and – as they’re learning English. Actually, this will be a featured event at Immigrant Heritage Week, which is happening April 16th through the 20th, I believe, is the time for the Mayor’s Office Immigrant Heritage Week, and New York Public Library will be offering quite a robust schedule of events that week and all the Centers for Reading and Writing will be hosting events celebrating our immigrant heritage and inviting people to come in, learn more about the programs that we have at the library, of course, especially our English Language Program and Centers for Reading and Writing.

But there will be a great variety of programming, not just for new immigrants but for all of us, because we are a city of immigrants, and I think that’s what is so unique about the library and our volunteer programs is that we really bring people together in an open forum, in a democratic access library that’s just really open to everybody.

*Lynda Kennedy:* One of the questions we get is about, even though the series for English for Speakers of Other Language, many people have as their goal to get the GED, for example. We do not offer GED courses right now. We prepare folks through our ESOL programs and our Centers for Reading and Writing. At some point, hopefully, if their ultimate goal is to enter a GED program, we definitely can refer to those programs around the city, and we work as part of that continuum to get young adults and adults through toward hitting that goal of getting the GED credential.

*Ken English:* Yeah, and we do have a program that’s now in its fourth year of existence, it’s called the Young Adult Literacy Program, we call it Literacy Connection. It’s a relatively small program as far as library programs can go. We’re located at three sites in the Bronx.



It's part of the Mayor's Young Men's Initiative. It's for people 16 to 24 years of age, who are out of school, disconnected from school and work, so 16 through 24, but you need to be able to commit to studying five days a week.

And we also have an internship component that goes along with that program, so if you go to our website or – you'll see about Literacy Connection and that's a great program for young adults who are behind in school, maybe have left high school and really don't know where to turn. But we're looking for young adults who could commit to that five days a week of instruction up in the Bronx. We have three sites, our Bronx Library Center site, our Mott Haven site in the south Bronx and our West Farms branch, which is kind of in the center of the Bronx. So definitely check that out, it's a great opportunity for young adults who maybe were having a hard time in high school and come in and check us out, because we have something special to offer you.

*Lynda Kennedy:* All right, another question about beginning level support, yes, we do. Most of our, would you say 50 percent of our classes are for the early, the lowest level –.

*Ken English:* Yes.

*Lynda Kennedy:* Lowest language level.

*Ken English:* Yeah.

*Lynda Kennedy:* And in terms of bilingual tutors, we do make a large effort working with Riverside Language Program, to have the languages of the neighborhood present at the initial testing and orientation, and we wonderfully – I mean we have wonderful tutors and we work very hard to recruit those that can converse in two different languages, but not necessarily. Many of our instructors and tutors are not as much multilingual as there would be. I mean many of our neighborhoods – at any ESOL class, you will have 12 different languages spoken amongst 20 different students. So it's not feasible to support all of them at each class in their own language.

*Ken English:* You know, it was interesting, Lynda, at our registration we had last week at the Aguilar Library in east Harlem, on 110th Street, three people walked up to me within five minutes and asked does the library teach Spanish, because I was actually holding a sign up that said learn English free at the library. And you know, there's a need for people to learn all kinds of languages here in New York

City, and these three people all told me, you know, I would be much more employable if I could speak Spanish.

Currently, the library doesn't have a formal language learning program for languages other than English. We certainly have materials in our collection that support independent language learning but currently we do not. But we have launched a new initiative using the Rosetta Stone, which people probably see infomercials all night long if you stay up late. Rosetta Stone is a computer-assisted language learning product that we're using in our English language programs and Centers for Reading and Writing.

So thanks to some generous support, we have been able to identify some subscriptions for the Rosetta Stone that we use for registered students in our programs, and I learned a lot using a program like Rosetta Stone, Spanish – English – well, not English but Russian. And so we're using that in the libraries, and there is potential in the future to do some dual language programs for, say, for example, somebody who wants to learn Spanish who speaks English. I could hook them up with somebody who speaks Spanish but wants to learn English. So that's some of the innovative programming we'll be developing over time.

And our new president, Dr. Anthony Marx, has really set a very ambitious agenda for increasing services to nonnative speakers here in New York City, and education is a big pillar of our mission statement here at The New York Public Library. So we're open to all kinds of suggestions and I think we're just getting started with language instruction here at The New York Public Library.

*Lynda Kennedy:* People are asking where can they find information on the class schedules.

*Ken English:* Well, nypl.org is where start, and you could look under classes. In the search feature you could put Centers for Reading and Writing or ESOL, and that will take you to our webpages that give very detailed information about where to go for classes. But just drop into any branch library of the New York Public Library, they will get you the information you need. So please, you don't even need to search the web, face to face is always a good way to go. Just go into a public library and ask them where do you get more information, where do I go to sign somebody up, how do I get into these programs.

*Lynda Kennedy:* We tend to run on three cycles over the course of the traditional school year and are introducing some summer programs now. So there'll be three registrations over the course of the fall, winter and spring, there will be one each at different sites. And then now we've started this summer with, how many sites do we have?

*Ken English:* This summer we would expect to have about – we'll certainly have our Centers for Reading and Writing, those eight sites, those services are open year round. I think it would be a little premature if I told you how many sites, but I'm sure at the very least we'll have those eight sites and we're looking to add others during the summer. So that's a stay-tuned and check our website. But we definitely will be having summer programming for ESOL, which is really the first time we're having that in the 25 year history of The New York Public Library's ESOL program.

So we know language learning, obviously, is a year round endeavor, and oftentimes, students – you know, it's the same thing that happens with kids in school over the summer, the lag time helps them to lose some of what they gained during the year. So we're trying to address that concern and provide instruction year round in the Centers for Reading and Writing and for our ESOL program. So please help us get the word out and we definitely will have clear information coming soon on our website and beyond.

*Lynda Kennedy:* I'm just trying to find an easy way to remember the Centers for Reading and Writing. We keep saying the website and the ESOL. You can go to [nypl.org](http://nypl.org) and search Centers for Reading and Writing, or if you are willing to listen to me for a minute, it's [www.nypl.org/events/classes/CRWlocations](http://www.nypl.org/events/classes/CRWlocations). Then that will get you the locations of the Centers for Reading and Writing, and all on the left nav bar will be links for the English for Speakers of Other Languages, you can get onto that. It becomes the same thing, [nypl.org/events/classes/ESOL](http://nypl.org/events/classes/ESOL).

*Ken English:* You know, we're in the business of education here in our English Language Programs and literacy programs, and I'd like to draw your attention to – if you want to learn more about what it is we do with instruction, we actually have a very unique website called Tutor Hub, T-U-T-O-R, it's Hub, Tutor Hub. And one of my colleagues, Danica Draper, hi Danica, well, she's been doing a great job with the rest of the CRW staff to add some amazing content to our Tutor Hub website. It's [nypltutorhub](http://nypltutorhub), [myplcrwtutorhub](http://myplcrwtutorhub), and you'd be able to learn so much more about how we do instruction, and some of the special events that we have. We pair up with many different organizations like NYU,

Gallatin School, we have student writing on the literacy review, that will be coming up in May.

We partner with Symphony Space *All Write!* program. We have a wonderful program called The Storylines Project, and if you check out Storylines NCV Foundation, you'd see the wonderful program that we do every year with some amazing writers. Actually, this year we're gonna have Walter Dean Myers as our guest author. Last year we had Ashley Bryan, a very famous Harlem Renaissance author who writes a lot of children's books and also is a very renowned artist, actually did the artwork for the Mott Haven Children's Room. The year before that we had Naomi Shihab Nye, famous poet and author. And the first year, we had Silas House, an amazing writer from Kentucky. And that's sponsored by Neela Vaswani and the NCV Foundation. Nila is a wonderful writer and sponsor of library programs. So check out the NCV Foundation website Storylines to learn more about that fantastic program that we have.

*Lynda Kennedy:* So a question, have you ever considered putting ESOL classes online or virtual classes, whoa, Nelly, it's getting too exciting. We have increasingly made use of the instructional technologies that are out there, and there are – there's obviously great programs for students to practice the skills that they've learned and do on their own practice with licenses and [seats] that we can provide them, but in the end there is a lot to be said especially for the beginner, with the face to face, the practice with the conversation that I don't think could be replaced by a totally online class unless we really souped up our technological support where the people in their own homes could get to a point where we could do Illuminate or, you know, the blackboard where you can see each other and really converse.

*Ken English:* Yeah, there's no substitute for face to face, and, you know, coming into a library literacy and ESOL program is really special because, you know, a lot of places you go to study a language, once the class is over you leave, there's really nothing else going on there. And so – but coming to a public library, our language learning students, you know, after the class there's so much going on. Obviously, we have computers –

*Lynda Kennedy:* Programs.

*Ken English:* Collections and programs.

*Lynda Kennedy:* Authors. Yeah.

*Ken English:* There's so much to do, it really is a family destination and – although, like we said earlier, we don't have childcare for our parents that come to our programs, but there's so much for the family to do at the library. So you know, that's what's so unique. Some people say, you know, why literacy at a library, you know, that is such a mystifying question to me. That would be like asking why teach golf at a golf course, you know, to me.

You know, learning to read at a library, getting to connect with your neighbors –.

*Lynda Kennedy:* In a literacy-rich environment.

*Ken English:* Yeah.

*Lynda Kennedy:* People are reading for pleasure and there is, again, programming happening around the books and there's movies and author talks and puppet shows, and you know, it's just – it's a print and literacy and joyful rich environment in which to learn.

*Ken English:* Yeah. And, you know, we have to promote – you know, actually, learning things is cool, you know, being smart is cool. Somehow I think we've lost sight of, you know, that learning really is fun and, you know, libraries really can be a fun place to go.

You know, I see a question here, somebody is asking me, is that really your name, Ken English? Well, yes it is, and when I started actually teaching English in – for Speakers of Other Languages, it's always the fun thing the first day when I write that on the board, my name is Ken English and you see all the students turn to each other. I usually have to produce varied photo I.D.s from a passport to a driver's license, and usually by class three they start to believe it. But yes, that is my name.

And it's kinda funny 'cause my aunt was a librarian in Washington, DC, and she would give us books for Christmas, and I got to say I was a child of the television era, and I'd be like, oh, thank you, but now – I talk to my cousins and tell them, yeah, I'm the director for literacy at the library, they're like get outta here. With a name like English I guess I had no choice. But yeah, I'm proud to be working here at The New York Public Library, the staff is absolutely amazing and they're so dedicated, so you know, you can't find a better place to come and learn and to be around positive people who really love what they do and want to help people.

*Lynda Kennedy:* Somebody has asked us to share some success stories. We actually have a library manager who began with the library as an ESOL student and went from being an ESOL student to volunteering and then eventually getting – moving into the library profession and now runs a branch.

*Ken English:* Oh, that just – I'd say everybody's story is a success story, because you know, when you're trying to learn a language, you move to another country –.

*Lynda Kennedy:* Oh yeah.

*Ken English:* When you see yourself improving and that fear of communication starts to fade away and you actually start talking to your neighbors and –.

*Lynda Kennedy:* Your children. Many of our people –.

*Ken English:* Your children.

*Lynda Kennedy:* Many of our students, they want to be able to help their children with their homework and that is the success.

*Ken English:* If you want to really read some success stories again, I'll just tell you, go to our Storylines webpage, Storylines, it's linked directly from our Library's webpage, or you can go Storylines NCV Foundation and this is a very unique program that we have exclusive to The New York Public Library's adult literacy program, and the stories are just amazing.

One student that we were working with last year is actually one of the blood diamond survivors from Sierra Leone and this is somebody who literally had his arms amputated with a gun to his head and he said to me, in the most positive way, I can't even imagine how positive – you can stay positive after going through such a traumatic experience, but he said, you know, "Now I have to use my mind 'cause I don't have hands." And what an amazing student. And I saw him written up in the Daily News as now he's off in college and received a college scholarship and just – and he's just one of so many. So really all of our students are success stories and it's really phenomenal the progress that they make.

So I think we're really running close to our time here and I just want to thank everybody for coming out today and spending some time with us and –.

*Lynda Kennedy:* For listening.

*Ken English:* Hoping to see you at one of the 85, 90 branches of The New York Public Library. We're growing every day so it's hard to keep track, but come on in.

*Deanna Lee:* 91 sites.

*Ken English:* 91.

*Lynda Kennedy:* 91 sites.

*Ken English:* Wow.

*Lynda Kennedy:* And volunteer.

*Deanna Lee:* And I would just say, we promised to get Ken and Lynda out of here to get back to their work, but if anybody has additional questions for them, if you just email to [yourlibrary@nypl.org](mailto:yourlibrary@nypl.org) and you can say for Ken and Lynda and we will get it to them. And we've really appreciated your all taking part in our first little virtual webinar here, and thank you to Ken and Lynda.

*Lynda Kennedy:* Thank you.

*Ken English:* Thank you.