



TEXAS Adult Education & Literacy QUARTERLY

Texas Center for the Advancement of Literacy & Learning

TWC Awards More than \$60 million for Adult Education and Literacy Programs

Award marks final phase of AEL program's transition from TEA to TWC

The Texas Workforce Commission (TWC) awarded more than \$60 million in state and federal funding to a network of 35 education, workforce and non-profit entities to deliver enhanced Adult Education and Literacy (AEL) services across the state. Funding these programs marks the final phase of the AEL program's transition from the Texas Education Agency to TWC.

"Education and skills attainment are key to the continued success of the Texas workforce and economy," said TWC Chairman Andres Alcantar. "At TWC we are committed to building partnerships that continue to provide high quality adult education opportunities along with implementing innovative and integrated learning and skills training models. I congratulate these new grantees."

The programs funded will include adult basic education, high school equivalency preparation, English as a Second Language services, and a family and financial literacy curriculum, as well as distance learning options to increase access to the programs. These programs must provide transition and career pathway programs in collaboration with community colleges, employers or other training providers.

"These programs will allow hard working Texans to improve their skills and their careers," said TWC Commissioner Representing Labor Ronny Congleton. "I urge Texans interested in accessing these programs to contact their local Workforce Solutions office for more information."

TWC allocated an additional \$2.1 million across the provider network to support system integration and quality of services for local professional development services.

"Employers need educated, skilled workers to ensure success in their ventures and Adult Education and Literacy efforts throughout the state are preparing skilled and work-ready individuals for the workforce," said TWC Commissioner Representing Employers Hope Andrade. "TWC is proud to work with our local partners as we move forward with these integrated and enhanced programs."

The table on page 2 lists the AEL Grant recipients and their partners, alphabetically by Local Workforce Development Area.

| Local Workforce Development Area | AEL Grant Recipients | Consortium Members and Subcontractors |
|----------------------------------|--|--|
| Alamo | Education Service Center Region 20 | Alamo Colleges, Northside Independent School District, North East Independent School District, San Antonio Independent School District, Comal Independent School District, South West Texas Junior College |
| Brazos Valley | Brazos Valley COG | Education Service Center Region 6, Choices Housing Voucher Program, Blinn College |
| Cameron County | Brownsville ISD | Community Development Corporation of Brownsville/ Youth Build, Texas Southmost College, Texas State Technical College |
| Capital Area | Austin Community College | Advocacy Outreach, Austin Learning Academy, ASCEND Center for Learning, Austin ISD, Community Action, Inc. of Central Texas, Communities in Schools of Central Texas, LifeWorks, Workforce Solutions Capital Area |
| Central Texas | Central Texas College | Multiple Collaborating Organizations |
| Central Texas | Temple College ABE Program | Central Texas College |
| Coastal Bend | Del Mar College | Alice ISD |
| Concho Valley | Howard College Concho Valley | Multiple Collaborating Organizations |
| Dallas | Dallas County Local Workforce Development Board Inc. | Dallas County Community College District, Irving ISD, Richardson ISD, Dallas Public Library, Wilkinson Center, Education Service Center Region 10 Non Consortium Subcontractor: Rescare |
| Deep East | Angelina College | Panola College |
| East Texas | Literacy Council of Tyler | Jacksonville Literacy Council, Panola College, Northeast Texas Community College, Angelina College, New Summerfield ISD, Tyler Junior College Non Consortium Subcontractors: Trinity Valley Community College, Kilgore College |
| Golden Crescent | Victoria County Jr College | Multiple Collaborating Organizations |
| Gulf Coast | Houston Galveston Area Council | Education Service Center Region 6, Brazosport College, Harris County Department of Education, Houston Community College System, Lone Star College System, San Jacinto Community College District, College of the Mainland, Wharton County Junior College |
| Heart of Texas | McLennan Community College | Multiple Collaborating Organizations |
| Lower Rio Grande Valley | Education Service Center Region 1 | Multiple Collaborating Organizations |
| Middle Rio Grande Valley | Southwest Texas Junior College | Southwest Texas Junior College |
| North Central | Cleburne ISD | Multiple Collaborating Organizations |
| North Central | Denton ISD | Multiple Collaborating Organizations |
| North Central | Navarro Community College | Subcontractors: Trinity Valley Community College, Paris Junior College |
| North Central | Weatherford ISD | Multiple Collaborating Organizations |
| North East | Paris Jr College | Northeast Texas Community College |
| North East | Texarkana ISD | Multiple Collaborating Organizations |
| North Texas | Education Service Center Region 9 | Multiple Collaborating Organizations |
| Panhandle | Amarillo College | Clarendon College, Frank Phillips College, Education Service Center Region 16 Non Consortium Subcontractor: Amarillo Area Adult Literacy Council |
| Permian Basin | Howard College Permian Basin | Multiple Collaborating Organizations |
| Permian Basin | Odessa College | Midland College |
| Permian Basin | Education Service Center Region 17 | Multiple Collaborating Organizations |
| Rural Capital | Community Action Inc. | Austin Community College, Temple College, Leander ISD |
| South East Texas | Education Service Center Region 5 | Multiple Collaborating Organizations |
| South Plains | Education Service Center Region 17 | Multiple Collaborating Organizations |
| South Texas | Laredo Community College | Multiple Collaborating Organizations |
| Tarrant County | Ft Worth ISD | Workforce Solutions for Tarrant County, Arlington ISD, Birdville ISD, Tarrant County College District, The Learning Center of North Texas, Tarrant Literacy Coalition |
| Texoma | Grayson College | Multiple Collaborating Organizations |
| Upper Rio Grande | Socorro ISD | Ysleta ISD, El Paso ISD Non Consortium Subcontractor: Odessa College |
| West Central | Abilene ISD | Multiple Collaborating Organizations |

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HOW ARE WE DOING?

Does this publication support your work as an instructor, leader, or stakeholder
in Texas Adult Education and Literacy?

TCALL values reader input to help us continually improve the
Texas Adult Education & Literacy Quarterly to better meet your needs.

Visit the *Our Publication* page of TCALL's website for a link to a quick online survey.

<http://www-tcall.tamu.edu/publicationtoc.htm>

Thank you!

Adult Education and Literacy

Updates from TWC

EXPANDING CAREER PATHWAY AND TRANSITIONS

Adult Education and Literacy grant recipients and their partners are eager for information, support, and technical assistance as they implement career pathway and transition to college models. As providers implement deliverables under new TWC AEL contracts they are discovering new questions in need of answers. The Adult Education and Literacy team is prepared to assist providers with solutions and strategies to help them meet the higher education and career goals of their students.

Accelerate Texas Expansion

In 2013, TWC began collaborating with the Texas Higher Education Coordinating Board (THECB) to leverage the organizational strengths of each agency and provide integrated guidance and funding to support career pathway models for lower skilled students. Under the model brand of Accelerate Texas, community college and adult education and literacy programs are implementing flexible models that combine contextualized basic skills instruction integrated with an occupational training. These models incorporate bridge or transitions courses, career and advising services, and supportive and employment services.

TWC and THECB will continue to align and collaborate to enhance and expand the Accelerate Texas model in 2015 so that more students can benefit from integrated training that results in credentials, certificates or industry recognized certifications in industries that are important to local and regional economies. The models are the blueprint for assisting students in advancing to successively higher levels of education and career advancement.

Career Pathway Webinars: Join us for the first nuts and bolts career pathway webinars (see webinar information below) to learn specifics related to career pathway program and transition to college models that meet the AEL contract requirements and count toward contract performance measures.

Call on us for Assistance

TWC has deep expertise when it comes to supporting career pathway models. Ann Savino has recently joined the TWC AEL team from El Paso Community College and will be working with grant recipients on their career pathway and transitions to college programs. Like Anson Green and Carrie Tupa, Ann brings an extensive background in both Accelerate Texas and workforce development models.

INCREASED COMMUNICATION WITH TWC STAFF

Adult Education and Literacy staff at TWC are facilitating multiple opportunities for open communication and information sharing with the Adult Education and Literacy community. We all benefit from finding ways to ensure that information from TWC reaches staff, instructors and students across the state, and that TWC has quick access to learn local needs so they can respond to questions from the field.

Grant Recipient Conference Calls

On November 6th 2014, TWC initiated the first of regular conference calls with local Adult Education and Literacy grant recipients in order to provide an opportunity for increased dialog. These calls are open to AEL grant recipient organizations. Local staff, instructors and partners are invited to communicate questions and needs through their local grant recipient who can bring information and discussion topics to the calls. Calls are done on a bi-weekly basis and we encourage you to request follow-up information from your grant recipient organization.

Informational Webinars

TWC continues its series of webinars designed to facilitate information sharing and to provide technical program support and guidance. Grant recipients and their partners are implementing new initiatives, enhanced objectives and addressing new grant and accountability requirements. These webinars are intended to be informational forums to assist in program implementation and management. The following webinars are planned for the coming months.

| Date* | Time* | Topic |
|-------------------|-------------------------|--|
| December 5, 2014 | 11:00 a.m. - Noon (CST) | Career Pathway and Transition to College Implementation (Part 1) |
| December 10, 2014 | 11:00 a.m. - Noon (CST) | TEAMS Quarter 2 Data Sign Off Expectations |
| January 9, 2015 | 11:00 a.m. - Noon (CST) | Career Pathway and Transition to College Implementation (Part 2) |

**Dates and time are subject to change. Please check with your local Grant Recipient for updates.*

Two Key Roles in Texas' New Adult Education and Literacy Professional Development Model

by Harriet Vardiman Smith, TRAIN PD Consortium Managing Director

A number of the questions frequently asked of TRAIN PD boil down to ongoing confusion over this distinction: What is the difference between a local grant recipient or consortium's designated PD Coordinator and a TRAIN PD Specialist? This table explains several differences in context and function.

| | PD Coordinators | TRAIN PD Specialists |
|--------------------------------------|---|--|
| Employment | Hired by one of the 35 AEL Grant Recipients or Consortia (Total of 35 individuals) | Hired by TRAIN PD Consortium Partners – 2 on staff of TCALL/TAMU and 1 on staff of each of the 7 TRAIN PD Consortium member community colleges (total of 9 individuals statewide) |
| Funding | Funded out of AEL Grant | Funded with TRAIN PD Consortium contract (TAMU) or subcontract (7 community colleges) funds |
| Percent effort | Must be minimum 20% FTE dedicated to professional development; can be as much as 100% FTE | Each is 100% FTE dedicated to TRAIN PD activities |
| Accountability | Reports to Director of the Local AEL Grant Recipient or Consortium | Reports to TRAIN PD Consortium leadership team (Federico Salas-Isnardi, Harriet Smith and Debra Hargrove) for full-time TRAIN PD activities; also accountable to local supervisor for local host institution policy compliance. |
| Duties Independent of Each Other | Works at the local AEL Grant Recipient or Consortium level on tasks including: <ul style="list-style-type: none"> • Planning, implementing, and documenting PD for teachers and staff of their AEL Grant Recipient or Consortium members. Documentation responsibility includes: <ul style="list-style-type: none"> • Ensuring that local data entry personnel enter into TEAMS all local Tier 1 PD activities and all local staff PD hours (at all 3 Tiers) and • Maintaining backup documentation of all staff PD hours entered. • Utilizing local PD funds to facilitate local delivery of Tier 1 Training needed by teachers and staff, using qualified trainers • May also deliver Tier 1 training locally in areas where he/she is qualified to do so | Works on statewide PD activities as assigned/directed by TRAIN PD leadership team, including but not limited to: <ul style="list-style-type: none"> • Planning, implementation, and documentation* of Tier 2 and 3 training events throughout the state • Identifying and recruiting additional Contract Trainers to be included in Texas AEL Contract Trainer & Training Database • Delivering Tier 2 (and occasionally Tier 3) training throughout the state, as assigned by TRAIN PD leadership and as qualified • PD curriculum development, acquisition, and/or curriculum conversion (to digital delivery) as assigned by TRAIN PD leadership • Dissemination of best practices, including participation in TRAIN PD Listservs and other virtual communities, and writing original content and soliciting writers from the field for <i>Texas Adult Education and Literacy Quarterly</i> • Supporting, participating in, facilitating logistics for, and/or presenting sessions at statewide conferences and meetings for TWC Adult Education and Literacy |
| Duties in which the 2 Roles Interact | Works with TRAIN PD Specialist assigned to their program on: <ul style="list-style-type: none"> • Assessing local PD needs • Contributing local input to statewide PD needs assessments • Developing local PD Plan for Continuous Improvement, based on analysis of program's data and needs • Requesting Tier 2 and 3 PD to be delivered and funded by TRAIN PD, in accordance with local and statewide PD needs assessment data | Works with "case load" of AEL Grant Recipient PD Coordinators as assigned by TRAIN PD leadership team (via site visits, email and phone) on: <ul style="list-style-type: none"> • Assisting with development of local PD Plans for Continuous Improvement, based on analysis of program's data and needs • Recommending delivery of Tier 2 and 3 PD funded by TRAIN PD, in accordance with local and statewide PD needs assessment data • Facilitating logistics of TRAIN PD-funded Tier 2 and 3 PD with local programs/host sites under leadership of TRAIN PD, including location planning, presentation equipment and materials, documentation* of attendance and evaluations |

* Documentation referenced in regard to TRAIN PD Specialists is only that which is required for meeting TRAIN PD Consortium contract deliverables. TRAIN PD or TWC AEL staff will enter TRAIN PD Tier 2 and 3 PD activities into TEAMS but local program data entry personnel enter the PD hours for their staff. TRAIN PD Specialists are NOT responsible for TEAMS entry of local program staff participation in PD events.

For more information, visit the TRAIN PD Consortium page at TCALL's website.

Translating Research into Literacy Practice

In Search of the Learning that Matters

by George Demetrian

Adult literacy instruction is a hunt for the learning that matters, which is difficult to discern because “what matters” is individually based and highly subjective. What is valuable in one learning setting is not necessarily so in another, even with the same class. The learning that matters may or may not be something students can articulate at the beginning of a learning cycle. It is something that is often discovered only through engaging the learning process. Moreover, goals and purposes change. So it is a daunting task to define the learning that matters as the basis for an instructional program. Yet it is one that is unavoidable if students are going to achieve optimum learning impact and sustain high levels of motivation.

A major challenge in identifying the learning that matters is in working through the relationship between what students want and need to learn and the availability of instructional materials. There is often a significant gap between selected materials and the learning students deem important. Materials are typically viewed as providing direct access to significant learning. Sometimes materials provide a direct connection to significant learning, though far from always. All too often instructors select materials because they seem interesting, useful, or convenient, though there may not be a vivid relationship between the materials and what students most seek to know. Students and instructors interact with the text based on their mutual experience, knowledge, expectations, and educational background. The learning that emerges is based on a mediation of all of these factors.

The quest for the learning that matters will always remain elusive since human life is in continuous development. Yet there are things that can help to create more dynamic relationships between instructional materials and the significant learning that students seek. Vygotsky (1978) discusses the “zone of proximal development (pp. 84-91).” This represents a rich area of potential learning between what students can current-

ly do independently and what they are able to accomplish with the assistance of more capable others or other bridging support. Sometimes the instructor fills the gap. Sometimes it is other students. Sometimes it is the materials. Most often it is the interaction among the students, the instructor, the materials, and the social context that shapes the learning environment.

The argument builds on Dewey’s (1944) concept of instructional materials as “middleman” (p. 188). More formally, he interprets materials as a resource in stimulating learning rather than as the focal point of instruction. Materials have symbolic significance in what and how they open up new learning in ways that enable students to grow in their knowledge, stimulated through the acquisition of “a habit of learning” (p. 45).

Dewey’s concept of materials suggests that in an adult basic education class, a workplace narrative provides a prompt to imaginatively enable a learner to enter into the situation identified in the text and to explore its significance in relation to his or her own unique context. While the content may be “authentic” and interesting, it takes on significance only to the extent to which students can make a vital connection to it.

For Dewey, the ultimate purpose of education is to lead students to progressively master the content they will need, in which pedagogical effectiveness takes place, to the extent that the processes and the purposes of learning are geared to whatever level of knowledge acquisition students are able to internalize at any given time. Dewey views the learning process as a means-ends continuum, in which the means (learning how) progressively contributes toward the fulfillment of what he identifies as an “end-in-view” (p. 106)—the desired goal of a given learning process, whether or not initially anticipated. Obtaining a desired job may be a valued end-in-view, which once attained, opens up a new set of challenges, which

in turn, serves as a baseline for additional learning and new problems to resolve. Alternatively, the ends sought (e.g., a career in a given field of interest) may not be attained, but the learning that emerges through its full-fledged pursuit results in a more intrinsically realistic adjustment process, including new options which, without the undertaken effort, would not likely have been internalized.

Dewey is suspicious of merely imitative learning that a direct appropriation of the content of a given text might reinforce. Of more value is the need to reformat or import materials that can best resonate with given student capacities and engaged interests on the way toward fuller mastery. The critical pedagogical challenge is not mastery of the subject matter as embodied in the content of a given text. It is that of keeping learning engaged and continuously propelled toward some longer-range objective of importance; one that has the capacity to be self-identified, internalized, and

ultimately transcended. There is much in Dewey's concept of instructional materials as "middlemen" for adult educators to draw on. Instructional materials are a resource in facilitating the process of meaningful educational growth.

References

Dewey, J. (1944) *Democracy and education*. Free Press. New York.

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

About the Author

George Demetron teaches in the Virginia Commonwealth University online Adult Literacy Certification Program. He is also the program coordinator for the Adult Education Center at the Vincent de Paul Village, in San Diego, CA. He is the author of *Conflicting Paradigms in Adult Literacy Education* (2005).

Texas A&M University Offers Online Master's in Adult Education



The Department of Educational Administration and Human Resource Development (EAHR), in the College of Education at Texas A&M University houses various programs in public school administration, human resource development, higher education administration, adult education, and student affairs administration. Graduates are found in various educational settings.

The EAHR Department offers an online Master of Science (MS) degree in educational human resource development with a specialization in adult education. **The deadlines to submit application materials are August 15 for Spring admission and December 1 for Summer/Fall admission to the program.**

The field of adult education seeks to understand how adults learn, how to facilitate that learning more effectively and how that learning can benefit both the individual learner and society at large. This degree prepares individuals to administer programs and teach adults in a variety of settings, including community centers, literacy centers, higher education, health care institutions, non-profit institutions, and the workplace.

The 37-credit hour program includes ten required courses (28 credit hours) and three elective courses (9 credit hours). Part-time students can generally complete the degree in 2-3 years. Each course is 3-credit hours unless otherwise specified. Required courses include:

- EHRD 616: Methods of Teaching Adults
- EHRD 618: Evaluation Models in Human Resource Development
- EHRD 625: Organization Development and Performance in Human Resource Development
- EHRD 627: Research and Development in Human Resource Development (or Equivalent Research Course)
- EHRD 630: Adult Learning
- EHRD 631: Foundations of Adult Education
- EHRD 642: Program Development in Adult Education
- EHRD 643: Adult Education, Globalization and Social Justice
- EHRD 681: Seminar (1 credit hour).
- EHRD 690A: Theory of EHRD Research--Statistics I

Electives can be taken in a variety of areas including but not limited to health, literacy, human resource development, and public service administration.

For more information about the adult education specialization please see the following website:

<http://eahr.tamu.edu/degrees-and-programs/graduate-degree-programs/adult-education>

For application information please contact Joyce Nelson, Academic Advisor, at 979-847-9098 or jnelson@tamu.edu

Building Collaboration & Program Improvement

Building a Spanish GED® Program Through Community Partnerships

by Eileen Purcell

Over the past two years, the Adult Basic Skills (ABS) programs at Clatsop Community College (CCC) in Astoria, Oregon have seen a sharp rise in student requests for Spanish GED® preparation. One of the major reasons for the increase has been DACA (Deferred Action for Childhood Arrivals) which stipulates applicants must have a high school diploma or GED®. Another important factor revolves around the rising expectations of the immigrant Hispanic population, who labor for the most part in seasonal fisheries and tourism industries that dominate our economy here on the north coast of Oregon. They are motivated to find jobs with stable incomes and that are less physically demanding.

According to the *U.S. Census Bureau*, the Hispanic population in Clatsop County, Oregon has risen by 450% since 1980.¹ One-third of that population does not speak English well and 9% does not speak English at all.² (We believe these percentages to be much higher.) One reason for these low levels of English proficiency is that most of these newcomers are immigrants with little-to-no formal education. On average most have achieved six years of schooling in the home country.³ Economic data indicates that one-third of Clatsop County's Hispanic residents live below the poverty level.⁴ Statewide in Oregon, Hispanics experience 30% higher unemployment rates than the general population. For various and complicated reasons, Hispanic students also fail to graduate from high school at a greater rate than their peers. Taken together, these statistics paint a troubling picture in which the growing Hispanic population continues to lag in education and economic opportunities.

At CCC, students are advised to obtain a GED® in Spanish for two basic reasons. In 2010, 73% of all jobs posted in Oregon required at least a high school

diploma or equivalent.⁵ Obtaining an educational certificate in the U.S. is essential for immigrants who arrive here without diplomas from the home country. But obtaining a GED® in English is no easy feat for students without good reading and writing skills, and can take years to complete. Students are advised to build on the Spanish language skills they already have to earn a GED® as quickly as possible. This urgency is all the more important considering that adult students juggle complicated work and family schedules and have limited time to study.

A Spanish GED® program aimed at this segment of the population also improves overall literacy abilities which will assist these students to learn English. There is a large body of research that indicates improved literacy in the home language leads to an easier acquisition of a second language. Because the Spanish GED® is a strict translation of the English GED®, students also study U.S. history, civics, government and literature which promote a deeper understanding of American life and more. Acquiring a GED® also fosters confidence to learn English, a renewed will to seek higher education, and access to scholarships and financial aid. Children who see their parents return to school benefit from not only the good example of their parents, but also because their parents are better prepared to help with homework.

Our ABS department is staffed solely by English speakers who cannot instruct in Spanish. For students interested in attaining their GED® in Spanish the only source of instruction was to work through the volunteer literacy tutor program at CCC. Unfortunately, the pool of volunteers with bilingual abilities is mostly empty and the literacy program coordinator struggles to provide service to individuals seeking a Spanish GED®.

When the Lower Columbia Hispanic Council (LCHC), a local 501(c)(3) service organization, approached CCC to partner with it to provide Spanish GED® classes, CCC agreed to provide it with free classroom space, access to technology and materials and help with assessments. Pacific Power, the Northwest's electricity provider, U.S. Bank and an individual supporter from the CCC Foundation Board provided the Hispanic Council with grant monies to fund a Spanish GED® instructor. Classes began in the fall of 2013 and continue to be held at two college sites. Ten students have earned a GED® certificate. An employment assistance program that helps students develop resumes and learn how to search and apply online for work is offered through the GED® classes. Volunteers have held pull-out math classes and a section to help lower-level literacy students prepare for GED® preparation classes is in the works which will be taught with leveled materials donated through the Mexican government's *Plazas Comunitarias* program. We are proud to report that our Spanish GED® program was recently acknowledged by the Oregon Education Investment Board as a model program that could be duplicated throughout the state. http://education.oregon.gov/Documents/archive/Bull6_27_14.pdf

Many partners have made this Spanish GED® preparation program possible. The initiative of the LCHC countered CCC's lack of language skills, and the gen-

erous funding from foundations continue to support this program. Outreach to Latino residents of our area has been facilitated through these classes. We look forward to helping our Spanish GED® graduates improve their English skills and pursue higher education and improved work opportunities.

Endnotes

- ¹ http://www.pcouncil.org/wp-content/uploads/draft_comdoc_May2000_apdxa4.pdf; <http://quickfacts.census.gov/qfd/states/41/41007.html>
- ² <http://www.qualityinfo.org/pubs/hispanic/hispanic.pdf> p. 3
- ³ TOPS/NRS intake data from Clatsop Community College ABE and ESL programs; <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>
- ⁴ <http://www.census.gov/prod/2013pubs/acsbr11-17.pdf> p.9
- ⁵ Communication with Shawna Sykes, Workforce Analyst at WorkSource Oregon Employment Department, Research Division Phone: 503.397.4995 ext. 232 E-mail: Shawna.L.Sykes@state.or.us

About the Author

Eileen Purcell is the Outreach Literacy Coordinator at Clatsop Community College in Astoria, OR. She has 20 years' experience working with adult ESL and GED® students.

Plaza Comunitarias: A Resource for All Spanish-Speaking Adults

Plazas Comunitarias is a program created by the National Institute for Adult Education (INEA) of Mexico. The purpose of the Plazas Comunitarias is to help develop literacy, basic education, and secondary education for Hispanics living in the USA in partnership with educational institutions, community centers, libraries, and other agencies that provide space, access to technology, and, often, teachers. The Mexican government provides the online courses and materials for free, including access to an online library, and strategies to train tutors. This program leads to certificates issued by the Mexican Secretary of Education. All Spanish-speaking adults are welcome to participate.

In partnership with adult education programs around the United States, this initiative has brought thousands of Spanish speaking students to adult education programs to work on native-language literacy and education while learning English as a Second Language.

For information about establishing a Plazas Comunitarias partnership contact one of the 11 Mexican Consulates in Texas or send a message to imehouston@sre.gob.mx.

Ideas for Teachers of Adults

TCALL Bits & Bytes

Short, yet purposeful introductions to topics related to the integration of Technology in Adult Education, ESL and Literacy.

Contributed by Debra L. Hargrove, Ed. D., TCALL



I was in a staff meeting the other day and the topic of “Digital Divide” came up. A colleague was sharing that she’d met a teacher last year who just flatly refused to incorporate technology in her classroom. She kept saying that her students did NOT have access to high speed Internet nor did they have the money to buy a computer. When my colleague conducted a workshop on using technology in the classroom with ESL students, she asked every student in the classroom one simple question – Can you think what that question might have been? Yep, it was, “Do you own a smart phone?” Everyone in her class held up their smart phone!

In fact, a recent PEW Internet and American Life Project survey indicates that the way in which people connect to the Internet is changing. No longer are millennials and other digital natives using desktop computers or simple laptops to explore the web. No, according to the PEW survey, the rise of the mobile learner is changing the landscape and attempting to break the Digital Divide.

“Groups that have traditionally been on the other side of the digital divide in basic internet access are using wireless connections to go online. Among smart-phone owners, young adults, minorities, those with no college experience, and those with lower household income levels are more likely than other groups to say that their phone is their main source of internet access.”

http://www.pewinternet.org/files/old-media/Files/Reports/2012/PIP_Digital_differences_041312.pdf



It's evident that adult learners are, for the most part, tech savvy, and want to use their smart phones any chance they can. It's up to us, as educators, to come to an understanding that it's actually OK to use cell phones in the classroom. Let's face it, every student with a smart phone is a student with access to the Internet! Smart phones are little high speed computers, just waiting on the learner to download more apps to learn, to read, to explore, to engage.

So in honor of the new school year kicking off, I thought I'd share a few apps that I've stumbled upon or read about in my Twitter feed. Get your smart phones ready. If you're a adult ed teacher, you'll want to download these to share with your students. The first two focus on Social Studies and Citizenship. The last app is a great way for students to share goals and coach each other along the way.



iCitizen is a great social studies/citizenship app that allows you to stay informed about happenings in Congress and provides a great platform for students to voice their opinions on issues that are important to our country. <http://www.icitizen.com/>



Today's Document - <http://www.archives.gov/social-media/todays-doc-app.html> This new mobile app is an interactive gallery that allows you to explore the holdings of the US National Archives through a collection of 365 fascinating documents and photographs from throughout history. Learn what significant event happened on your birthday, search the documents by keyword, or browse the collection at your leisure.



Lift - <https://www.lift.do/> This very cool "crowdsourcing" app let's you search for a goal that someone else might have and then allows you to join that group to encourage each other along the way. Can't find a goal? Have your own goal? Maybe your students all want to pass their GED. One student can sign up (it's free) and then create the Pass my GED goal. Once it's active, other students can sign up and then join in on that goal. It's a great 21st century digital coaching tool for today's learners. A must!

Integrating Technology in Classrooms with Limited Access - Part One

by Dr. Glenda Rose, TRAIN PD Specialist at TCALL

The other day, I had someone come out to my house to measure my floors for carpeting. The person used a laser measuring gadget that input information directly into a handheld device which quickly and accurately displayed the floor plan of the room she was measuring. As I watched her quickly work with the two devices, it struck me again how much our society depends on digital literacy.

Twenty years ago, it may or may not have been necessary to include informational technologies like cell phones, tablets and computers in our adult education classroom, but that is no longer the case. Whether we are preparing students for transitions to work, college or other career pathways, they will need some computer skills to be successful.

However, as I travel around the state facilitating professional development workshops, including ones on integrating technology, a common problem seems to be a mismatch between the technology that is available in the adult education classroom and the need for technology instruction that our students have. In many cases, instructors have shared that they have no computer, or only one laptop issued to them for administrative rather than instructional purposes.

Here are some suggestions for including technology integration when access to technology is limited.

- As Debra mentions in her article on page 10, it is a bad idea to make assumptions about your students' use of technology. You need to find out what technology they have available and what technology they are comfortable using. Survey your students! Find out which students have smart phones, which students have tablets or iPads, and which students have laptops. Find out what programs or applications they are using. Find out if they connect to free Wi-Fi or if they have Internet access at home. Send me an email, and I'll send you a copy of the survey I use (in English and Spanish) to determine my students' level of access and skill with online technologies. Then, start with what you have.

- Texting: In many cases, you will discover that most of your students can send and receive texts. While we usually think of texting as an annoyance during class, it can be a great learning tool. However, you may want to make sure everyone knows how much texting they can do for free first.

Here are some ideas for using texting:

- Use a program like Remind (www.remind.com) to safely text all your students without sharing phone numbers.
- With ClassPager (www.classpager.com), you can even poll your students in real time, so you can get instant feedback from students during class.
- Install a program like Mighty Text (www.mightytext.net) on your computer to text and display your texts right from your computer. (Make sure to enter your students as contact first so that you display names and not phone numbers.) Reticent students can text you to ask questions in a non-threatening way, and you will receive immediate notification.
- If students have data plans, they can also send photo attachments. Photo scavenger hunts are great. For ESL, you can ask them to take "selfies" (pictures of themselves) in certain situations or with certain people. For ABE, you can have them collect data for a science or social studies project.
- Email: Most students can also send email from their phones, even if they have limited data plans. (Most of my students, however, had the "unlimited" plans from the less popular service carriers.)
 - First, make sure everyone has an email account. If students already have an account, ask them to send you an email. Then reply to it and ask them to reply to you. This process will help you identify who simply has an account and who knows how to use it.
 - For those who don't have an account, help them create one. Having an email account is important because in many cases you cannot even apply for a job without one. I prefer Gmail (because I also use Google Apps for Education), so I help my students set up their accounts with appropriate privacy settings and their cell phone number as a rescue number in case they forget their password.
 - If students are new to "user id" and "password" situations, using a formulaic password can help avoid the frustration of their not being able to log in. Try something like a combination of the year, their initials, and some other significant number (date of birth, number of children, street number). Glenda Rose, DOB 03/06/69, then, could be something like 14g369R.
 - Have students practice sending emails to you. I start with "tell me a little about yourself" and our email exchanges then become a sort of dialogue journals, which builds the teacher-student bond and assists with persistence.
 - Require students to email you to let you know they will be late or miss class. If you prefer that they text you, that's fine, but require that they use Standard English rather than "texting" English. For example, they need to write "Do you mind if I come late?" and not "U MIND IF I L8." With modern phones and texting capabilities, for which we are no longer charged by the character, there is no reason to use texting shorthand. If they send you a message like that, send it back: "I'm sorry. I don't understand."
 - Next, move into practicing sending business-appropriate emails. For example, have students send emails to summarize what they remember from class that day and to clarify what they didn't understand or confirm assignments.
 - Finally, practice sending, receiving, and opening attachments. Have students create a virtual business card, resume, or brochure to send as an attachment.
 - Collaboration: With smart phones, tablets and computers, you can create common documents on Google Drive. Students can collaborate in real time. Markers will show who is writing what, and the history will show you as the teacher who has contributed to the document. Google Drive includes word processing, spreadsheets, presentations and drawings. It's a great tool for project- or problem-based learning.
 - Applications: If you need to learn it, there's probably an app for it. Here's a website that has a list of 101 applications for education broken down by subject area or purpose: <http://bestonlineuniversities.com/favorite-mobile-learning-apps/>.

In our next issue, I will talk with you about what to do when there is ONE (and only one) computer available in the classroom. I'd love to hear your solutions for integrating technology in classrooms with limited access to technology before the next Quarterly comes out! If you try any of the above ideas, or have some that you would like to share, please drop me a line at Glenda.Rose@cehd.tamu.edu.

Adult Learner Engagement

Fostering an Emotional Literacy Environment that Impacts Your Staff and Adult Learners

by Anthony Gabriel

“My mother said I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and more intelligent than college professors.”

Maya Angelou

We all have a bit of wisdom that we can share and credit to those that care for and nurture us, and as the fall season is upon us, many adult learner programs are gearing up or have already begun to share that wisdom during orientation activities for their new participants. This should be an opportunity to nurture and affirm prospective learners. However, one of the most important parts of adult learner orientation as well as staff development often goes unexplored or is not emphasized enough during this phase.

Insufficient attention is given to the needed investigation of emotional awareness and attitudes learners and staff members encounter as they both interact with each other. The emotional baggage adult learners carry as they seek services and opportunities to change their lives can be further exacerbated by an uncaring and insensitive intake process or point of service entry point. Thus, if not already ongoing, the need for an emotional literacy adult education orientation for agency or organization staff, as well as learners, should be the first order of business when beginning a new program, class, or session.

Why emotional literacy awareness?

An understanding of how emotions affect the performance and development of individuals is of critical importance for any organization, group, or agency whose mission is to effectively and successfully train or educate adults. This awareness begins with the leadership staff then must be part of the daily state of mind and fabric of every staff person who comes in contact with adult learners. Ultimately, we as adult

educators, administrators, program managers, and training practitioners are in the customer service business. And to that end, we must be knowledgeable and sensitive to what factors motivate as well as hinder adult learners.

Several years ago, I became more keenly aware of the problems adult learners encounter not only from their own personal challenges but from the people who are charged with offering services to them. One of my former students shared with me that when she spoke to an intake person about registering for adult education classes she was talked down to and made to feel as if she was not very intelligent. As I began sharing her experience with other learners, many related that they had gone through similar experiences. Their stories made me realize that there was a void, lack of knowledge, and disconnect regarding the fragile psyche of many adult learners and the attitudes or behaviors of some who “deliver services” to them.

If you or your organization are focusing more on “delivering services” and not empowering people emotionally then I would contend that your success with adult learners is mixed at best.

How do you foster an emotionally sensitive environment?

It is no secret that if a person feels good about themselves there is also a good chance that same person will feel good about learning. The impact of feelings and emotion on learning must be modeled from the “board room to the basement.”

What do I mean by this? Everyone in the organization must see a healthy emotional climate as a strength and necessity. The director in the board room must be as invested in emotional sensitivity as the maintenance man in the basement.

Small group discussions among key leadership staff, frontline staff, and adult learners can begin the process. Defining what emotional literacy is and is not should lay the ground work for these discussions. Dr. Claude Steiner in his book, *Emotional Literacy Intelligence with a Heart* (2003) describes emotional literacy as “The ability to understand one’s own feelings and to empathize with others in a way that enhances living.”

Once there is agreement on the aspects of emotional literacy you or your organization would like to prioritize, there should then be the development of a curriculum based on those priorities. *Promoting Emotional Literacy* (2003) a report produced by the Southampton Emotional Literacy Interest Group and The Southampton City Council in England offers a timeless resource that details how to create an emotional literacy policy and environment for your agency or organization. Key points in the report highlight the elements of starting this process.

Begin with the end in mind (and maintain some openness as to how that may evolve differently)

- Involve as many people as possible in producing the policy (wider stakeholder participation promotes ownership of any document and increases the likelihood of implementation).
- Implement the policy in a sustainable way (initial enthusiasm quickly falls away if the demands are too great on staff or children).
- Make the policy reflect what people actually want to do.
- Remember that this is a long term initiative, so develop a three-year plan.

Additionally, a survey of all staff regarding their views on emotional literacy would also be a vital aspect of this process. Possible questions might include those listed below:

1. TRUE or FALSE: I like to surround myself or work with people who are better at what they do than I am.
2. TRUE or FALSE: I am a lifelong student of what makes other people tick.
3. TRUE or FALSE: People talk about “mission” too much – it’s best just to let people do their work and not try to bring values into the conversation.
4. TRUE or FALSE: It’s my job to know everything that goes on in my area or on my site.
5. TRUE or FALSE: I’ve worked hard to get along with or understand people who are very different from me.

(Questions excerpted from Dr. A .J. Shuler’s Emotional Literacy Leadership Test)

The courage to change and effectively seek better ways to engage staff with adults learners requires strong effort and a commitment to the emotional health and well-being of all involved.

About the Author

Anthony Gabriel is the owner/operator of GA-BRTEACH/GABRWORKS, an educator, consultant, trainer, and activist deeply committed to Adult Education, Workforce Development, Emotional Literacy, and Fatherhood Advocacy. You can contact him email him at gabrteach3831@gmail.com or gabrielliteracy@gmail.com.

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This email discussion list was created for adult education teachers in Texas for these purposes:

- To be the central communication hub between Texas Workforce Commission, TCALL’s Library, and adult education teachers;
- To inform teachers of opportunities and resources for their professional development;
- For teachers to share ideas and thoughts about issues concerns relevant to teaching adult education;
- To share resources and locally produced materials;
- To create a network of teachers helping teachers; and
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For more information or to subscribe, go to <http://tcall.tamu.edu> and find the lefthand side menu link to Email Discussion Lists.

Success Stories

Dream No Little Dreams

by Robert Villarreal

My story is like many stories of students who dropped out. I struggled in school. I had trouble focusing. My grades showed it. I felt the best choice was to give up. After giving up, I followed the wrong crowd. That was not good. I was convinced that dropping out and working was best for me. This seemed to work for my friends; it should work for me. I had just completed the eighth grade.

The decision to drop out and work was great at first. I had freedom and money. This illusion lasted only a while. Working outrageous hours for little pay was the worst decision of my life. I felt it was too late to change. I felt trapped with no way out. I had to deal with my bad choices. This was my life for the next 25 years. Although I worked hard and made management at many places I worked, I was working ridiculous hours for little pay. In my mind was the question: *Where would I be if I hadn't dropped out?* At this stage in my life, it was too late. I had bills to pay, a son to take care of, and adult responsibilities. How would I have time for a GED®, much less college?

One day, I awoke with pain in my hips. I was diagnosed with a vascular disease. My hips were deteriorating. I couldn't walk. How I was going to pay for the hip surgeries I needed? I battled with insurance companies for months. Finally, I received hip surgery. Slowly, I recovered and had to figure out what to do next. I couldn't work 60 hours a week anymore. I thought, now I finally have time to get that education I desperately needed.

That's what I did. My first step was to get my GED®. I was extremely nervous, but I put the pain behind me. I enrolled in the Del Mar College GED® Program. I was amazed at the support my instructors showed. They were set on my success. I found that I had to use time management and other skills I had not used in years. It was tough at first, but I pulled through and earned

my GED® as class Valedictorian.

After this, I enrolled in college classes at Del Mar College. The advising staff helped me register and just like that, I was a college student. I discovered many resources available for students. Still I wondered if I could handle college-level classes, but college advisors provided me resources for this new journey.

After enrolling, I pursued my childhood dream of becoming an engineer. As a child, I took everything apart just to see how it worked. Now, I was on my way! At first, I worried about math classes. I took Intermediate Algebra. After this class, I couldn't wait to take more math classes. I encountered obstacles, but I had to overcome them if I was to achieve my dream. My professors took a personal interest in my education and guided me through my courses. I worked hard and it paid off. For this eighth-grade dropout, it was exciting to enroll in college after 25 years to pursue my childhood dream.

Once in college, I quickly searched for students who were taking engineering courses. I found a student organization for students interested in science and engineering. This organization was SEMMO (Science, Engineering, and Mathematics Majors Organization). Joining was the best decision of my college career. Through SEMMO, I found opportunities that otherwise were impossible to find on my own. I've shared my experiences and the love of science and engineering with younger students. I've promoted science and education in local schools. I've also represented Del Mar College in several educational events and outreach programs. Through SEMMO, I was able to experience a once in a lifetime event by attending NASA's annual competition for Community College students where 400 to 500 students from Texas community colleges compete in a Mars Rover competition. These are a few examples of how being engaged and seek-

ing out opportunities have benefited me greatly. I will always remember what my chemistry professor said on the first day of class. She said, “The most important way to succeed is by not being a loner. In order to succeed, be engaged, ask questions, form study groups, and most of all, don’t try to do it alone.” She was correct. It would have been impossible to succeed in chemistry, or any other course, without support from fellow students and the professor.

What I’ve accomplished at Del Mar College and the benefits of higher education were possible because of the decision I made to earn my GED®. With an Associate’s Degree, I made the long trip from Corpus Christi to Lubbock for new student orientation at Texas Tech. Then, I registered for fall classes. While there, I heard

a speech from the Chancellor of Texas Tech, Kent Hance, a former Texas Senator, and U.S. Congressman. He told us some great stories during orientation. One of his favorite quotes is, “Dream no little dreams.” I have grasped this concept! My dream of becoming an engineer is now in sight. I was accepted into the Petroleum Engineering program at Texas Tech University. Now, I can truly say that this eighth-grade dropout, on his way to being an engineer, dreams no little dreams!

About the Author

Robert Villarreal is a GED® graduate of Del Mar College’s Class of 2011. He earned an Associate’s Degree in May 2014 and is attending Texas Tech majoring in Petroleum Engineering.

From Mechatronics to English

by Evangelyn Thomas

Anel C. Carrizales, a recent graduate in Mechatronics Engineering (a combination of several engineering disciplines including electrical, mechanical, control, computer, telecommunications and robotics) from the Universidad Autónoma de San Luis Potosí in Mexico, has been enthusiastically studying English in her neighborhood in Houston’s East End for the past two months. Prior to moving to Houston, Ms. Carrizales researched various graduate programs and their requirements and was consequently overwhelmed by a feeling of doubt that she would seriously be able to consider application to graduate level engineering programs here in the United States or employment in her field. All of her ambivalence and anxiety ceased when she joined her immediate family in Houston. Although she had come to terms with the fact that only rigorous study would allow her to meet the necessary language proficiency requirements of U.S. colleges and universities, Carrizales initially expected that she would have to invest in an expensive language immersion program.

Like most graduates of undergraduate programs, the prospect of having the disposable income that would fund such an undertaking was not realistic in her case. Ironically enough, upon the second day of her arrival in the U.S., Carrizales was told by a neighbor about the Adult Literacy services offered at the Hous-

ton Center for Literacy’s Magnolia (HCL) Adult Education and Literacy Demonstration Learning Center on Houston’s East End. The very same day, without much rumination, she decided it would be advantageous to register in the site’s English as a Second Language program.

Since enrolling at the HCL Magnolia, Ms. Carrizales has been progressively improving her English language skills in ways that would have never been possible had she relied on the precious but limited access to the English language in her neighborhood and her Spanish speaking home environment. HCL’s Magnolia Adult Education and Literacy Demonstration Learning Center has allowed her to refine her language skills in a safe, stimulating environment. Due to lesson plan development that makes student goal setting a priority, Ms. Carrizales now has the confidence and skills that allow her to effectively and perpetually build English proficiency inside and outside of the classroom.

Ms. Carrizales has exhibited such exceptional progress that she will be transitioning into the GED® preparation class at HCL Magnolia. She is very excited about the prospect of demonstrating her ability in STEM disciplines in English. The Lead Learning Center Manager and instructors at HCL Magnolia have already begun discussing the prospect of Ms.

Carrizales guiding peer tutoring sessions as a mode of amalgamating her public speaking skills and the application of her knowledge as a graduate of a university-level engineering program. She believes that the cultivation of reasoning skills combined with the refinement of the English language will indubitably fortify her preparation for graduate study and the

workplace.

About the Author

E. Thomas currently teaches a GED preparatory class at the Houston Center for Literacy's Magnolia Demonstration Learning Center on Houston's Historic East End.

Advice from an ESL Learner

by Liseth Valbuena

My name is Liseth Valbuena, and I'm from Venezuela. I'm married to an American soldier and that is the reason why I had to move to the United States. I knew I had to learn English, so I decided to enroll in this ESL class at Central Texas College on the Fort Hood Campus.

Since I finished my ESL course, many windows of opportunity have been opened. I obtained my GED® Diploma and other certifications to include certificates for:

Early Literacy For Children
Integrating the Standards: Phonological Awareness
Behavioral Observation and Screening
Child Growth and Development
Identifying and Reporting Child Abuse and Neglect

I completed these courses, through the NOVA University, which are required by the Florida department of Children and families.

I have to tell you this course is not easy, not only because you have to study all the lessons, but also you must come to class almost four hours a day five days a week. In my case, maybe it seemed easier for me than other people because I don't have children. But I had plenty of activities to do besides the class that occupied my time too. From the beginning, I put all my energy and dedication into it, because learning another language is not easy.

When my teacher asked me if I could write an essay telling you all about my experience in this course, of course I said yes. We think that if a student who already finished the course from the beginning, tells you what to expect, what to do, what things worked for me, and other things based on my experience, maybe it will help you achieve your goal.

The first thing I want to tell you is not to be scared to ask questions, and don't be scared to make mistakes. Remember, this is not your native language, and each time you will make an error, the teacher is going to correct you.

Another important thing is you must do your homework every day, even though you think it is not necessary or it is not easy. If the teacher asks you to do something, it is because she knows you can do it, and most importantly, she knows you need to do it. Try to review your lessons, because if you don't understand one lesson, perhaps you will not understand the next one.

In my case, I preferred to sit in the front rows of the classroom, because, not always, but the majority of the people who want to talk more are the people who sit in the back rows, especially the first days. Sometimes, people take the back seats because they think the teacher is not aware they are there. Don't even think about think about it. Our teacher is going to learn your names the first day of class and she will ask everybody questions, no matter where they are seated. It's preferable to sit with a partner who doesn't speak your language. That helps you to speak in English if you want to communicate with him or her.

Keep your notes, exercises, homework, etc., in a folder. Don't throw away the papers you use here, because you never know when the teacher will ask for something. Take notes in the class, even though you don't understand at that moment.

One of the things I enjoyed most was when we watched movies. After that, we had discussions about them, and then we had to write what the movie was about. It was a big challenge for me, because when I started, I couldn't write more than one page with a lot of mistakes. But in the end, I could write many pages,

plenty of mistakes too, but in less quantity. This will happen to you too, if you will not be afraid to write, and if you will make all your corrections.

In my experience, I really enjoyed our field trips to the Planetarium, to the Central Texas Campus, visits to City Hall to meet the Mayor of Killeen, immigration seminars and visits from guest speakers. Each time I learned different things that maybe many people who have been here for many years don't know yet. You have the opportunity, and also it will be free.

Don't waste your time; ask questions, be interested and try to listen and understand what the people in those places say to you. Remember your ears will become accustomed to how the teacher speaks.

One of the biggest challenges for me was when we had to create a business project. We had to act and speak in front of an audience, different from our classmates and our teacher. Even though we were afraid, we did it very well.

Some days, maybe you will feel that you are not learning enough, but let me tell you once again, trust me, don't feel frustrated, because you are going to make it.

At the end of your class, please don't expect that you are going to speak as people who have been here for many years, but certainly you are going to be able to maintain a normal conversation at the hospital, in the bank, in the supermarket, and also many of you will be ready to attend college.

Now I am working as a teacher's assistant in a Montessori school in Florida. All of this couldn't be possible if I had not learned English, and the ESL course was the first step to achieve my goal.

About the Author

Liseth is a teacher's assistant in a Montessori school in Florida.

U.S. Department of Education Launches Career Pathways Exchange!

You're invited to subscribe to a new national [Career Pathways Exchange](#) (the Exchange) to receive targeted email digests of the latest high-quality resources, events, and information related to career pathways. The Exchange is hosted by the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE).

With the passing of the Workforce Innovation and Opportunity Act ([WIOA](#)) into law and the release of the Vice President's Ready to Work: Job-Driven Training and American Opportunity [report](#), the role of career pathways systems in improving our nation's economy is more important than ever. Identified in the Ready to Work report as a way to help states and interested stakeholders to develop, expand, and strengthen their career pathways systems, the Exchange consolidates and distributes career pathways-related resources, events, and information from federal and state agencies and partner organizations. The Exchange streamlines information from multiple outlets to facilitate a deeper national dialogue on career pathways systems development and implementation.

Exchange subscribers can [select to receive email digests](#) on their topics of interest, including: Building Cross-Agency Partnerships, Identifying Industry Sectors and Engaging Employers, Designing Education and Training Programs, Identifying Funding Needs and Sources, Aligning Policies and Programs, and Measuring System Change and Performance.

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Academic Vocabulary: Academic Words, Fourth Edition. Olsen, Amy E. (2010). New York, NY: Pearson Longman. Academic Vocabulary presents vocabulary building with a visually stimulating, full-color design to pique students' interest and make the process fun. This interactive workbook improves academic word knowledge through academic readings and interactive exercises. Repetition of the words and getting the students to see the words used in multiple contexts improves memorization.

All Pro Dad: Seven Essentials to Be a Hero to Your Kids. Merrill, Mark (2012). Nashville, Tennessee: Thomas Nelson, Inc. This book discusses the author's seven essential fathering truths and ultra-practical insights for the questions every dad needs answered at some point. This book contains questions to ask your children and firsthand stories from well-recognized dads.

ESL Classroom Activities for Teens & Adults, Second Edition. Vernon, Shelley Ann (2012). San Bernardino, CA: Shelley Ann Verson. This book contains 175 fluency activities and grammar drills for EFL and ESL students to make learning English fun and effective. It includes activities and variations for all levels plus games and quizzes.

Fundamentals of English Grammar, Fourth Edition. Azar, Betty S. and Hagen, Stacy A. (2011). White Plains, NY: Pearson Longman. A developmental skills text for lower-intermediate and intermediate English language learners, *Fundamentals of English Grammar* is a comprehensive reference grammar as well as a classroom text. While keeping the same basic approach and material as in earlier editions, the fourth edition more fully develops communicative and interactive language-learning activities. Some of the new features are: innovative warm-up exercises that precede the grammar charts and introduce points to be taught; structure-based listening exercises ranging from casual speech to more academic content; a wide selection of readings that highlight the target grammar structures; greatly expanded speaking practice with extensive pair, group, and class work; writing activities with models for students to follow; corpus-informed syllabus that reflects the discourse patterns of spoken and written English. Audio CDs and Listening Script are in the back of the Student Book.

Improving Vocabulary Skills, Fourth Edition. Nist, Sherrie L. (2010). West Berlin, NJ: Townsend Press. This edition provides an answer to a problem that many students have: they simply don't know enough words. This book will help them master 300 important words and word parts. The student will see and use these words in a number of different contexts. By working actively with the materials in this

book, they will be able to build a solid vocabulary base. The book introduces 260 essential words that are needed for general reading comprehension in high school and college.

Let the Music Play! Harnessing the Power of Music for History and Social Studies Classrooms. Pellegrino, Anthony M. and Lee, Christopher Dean (2012). Charlotte, NC: Information Age Publishing. The book begins by establishing the connection between music and social studies themes. Here readers will explore the ways musicians have attempted to address social, political or historical events and issues through song. Through research and interviews done for this book, the thoughts of prominent musicians noted for songs promoting social consciousness and self-awareness are shared. The views of teachers and students in terms of the connections between music and the social studies as well as their inclinations to using music in social studies classrooms are also prominently addressed. Additionally, the book furnishes readers with a practical guide to using music in the social studies classroom. Through explanation of four models for using music in the classroom, readers gain relevant ideas useful for a wide variety of instructional methodologies. And finally, the authors delve into three of the most enduring themes in American history and social studies curricula: race, labor and class. Through an examination of these topics, within the framework of music, readers are given the opportunity to discern the way music has manifested in each of these topics. There are also lesson plans and annotated playlists associated with each of these topics.

Scoreboost for the 2014 GED Test: Mathematics, Writing, and Thinking Skills. Lipke, Terrie, Editor (2013). Syracuse, NY: New Readers Press. Written at reading grade level 8-10, these workbooks cover three critical areas for success on the 2014 Series Tests. Four mathematics workbooks are included: Fractions, Decimals, Percents, and Proportions; Measurement and Geometry; Graphs, Data Analysis, and Probability; and Algebraic Reasoning. Two writing workbooks include Responding to Text on the Language Arts, Social Studies, and Science Tests as well as Sentence Structure, Usage, and Mechanics. The two Thinking Skills workbooks include Critical Thinking for Reading, Science, and Social Studies plus Data and Graphic Skills for Mathematics, Science, and Social Studies.

Teaching Beginning Readers. Campbell, Pat (2010). Alberta, Canada: Grass Roots Press. The manual begins with a compelling story about Clarence, a man who learned to read at the age of 93. The next section presents a list of ten

HOW DOES THIS MAIL ORDER LENDING LIBRARY WORK?

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principles for working with beginning readers. This section is followed by responses to three frequently asked questions: (1) Where do I start? (2) Do I need to teach skills in a particular order? and (3) What do I teach? The primary focus of the manual is dedicated to describing 20 instructional activities, many of which are geared towards educators who work in a one-to-one tutoring situation; however, the activities can be modified for classroom instruction. The manual concludes with sample lesson plans, a resource list, and glossary. This manual is a component in the Diagnostic Adult Literacy Assessment for Beginning Readers; however, it can be purchased separately.

Transitions: Preparing for College Mathematics. Kennedy, Dr. Paul (2010). Austin, TX: Steck-Vaughn Co. The book is designed to provide learners with opportunities to place into college-level mathematics courses. Unit 1 is a review of basic arithmetic and the elementary algebra skills. Units 2-5 are sequenced to provide learners with opportunities to master the concepts & skills related to equations, inequalities, and functions. Key features include exploration of new idea; tips about common errors, calculators, and mental math; and other practice opportunities. The book is designed for adult learners moving into a college classroom.

Transitions: Preparing for College Writing. Jago, Carol (2010). Austin, TX: Steck-Vaughn Company. Each unit in this book leads students through the writing process, including prewriting, drafting, revising, editing, and examining model essays, ultimately guiding students to create polished, authentic essays. The five most common types of college writing are highlighted: persuasive, expository, reflective, literary analysis, and writing in response to a prompt. Writing, grammar, and mechanics instruction are woven into the individual steps of the writing process, giving learners a chance to master these skills in the context of their own writing. The book is designed for adult learners moving into a college classroom.

Voices of Freedom: English and Civics for U. S. Citizenship, Fourth Edition. Bliss, Bill (2010). White Plains, NY: Pearson Longman. The new full-color edition with three audio CDs prepares students for the civics and English requirements of the new U.S. citizenship test. A research-based sequence of integrated grammar, vocabulary, and topics develops students' language skills and civics knowledge simultaneously. Simple narrative readings and hundreds of photographs present U.S. history and government in a context-rich and easy-to-read format. Civics Check sections offer practice with the 100 official citizenship ques-

tions and answers. Authentic dialogs develop students' language skills for a successful citizenship interview and spoken-English exam. Reading and writing tests prepare students for the specific test formats used during the exam. Check-Up sections provide all-skills language practice including listening comprehension. Unit tests provide ongoing assessment and practice. Civic participation activities, including projects, debates, and "online field trips," enrich learning and meet EL/Civics goals. Preparatory units help lower-level students practice basic personal information required on the N-400 citizenship application. A Teacher's Guide offers step-by-step instructions, expansion activities, and reproducibles for practice and assessment. Audio CDs include all readings, dialogs, the 100 official citizenship questions, and listening comprehension activities.

Voyager: Reading and Writing for Today's Adults, Revised. New Readers Press (2011). Syracuse, NY: New Readers Press. This set includes workbooks-and teacher's guides in a reading series that combines a contemporary theme-based approach with elements of traditional instruction. It teaches essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in society, and incorporates a placement tool. The first book (Introduction) covers the alphabet and low level reading and writing skills (level 0.5 - 1.5). Books 1, 2, and 3 continue to build on the basics learned in the Introductions book, proceeding through Books 4 - 8 which are from the earlier edition in 1998. Included in the loan set are Student Books and Teacher's Resource Guides for Introduction Level through Level 3 Revised Edition, and Student Books, Workbooks and Teacher's Resource Guides for Books 4 through 8 first edition.

What's Next? A Multilevel Phonics Approach for ESL Students: Low-Beginning, Level and Introductory Level. Conklin, Lia (2012). Syracuse, NY: New Readers Press. What's Next? is a two-level reading series (Introductory Level and Low-Beginning Level) designed for multilevel English classes. Easy-to-read stories follow Samsam, a Somali immigrant, through her daily life in the U.S. where she is faced with learning English, finding a job, visiting a doctor, and more. Every lesson in What's Next? takes learners through listening, speaking, writing, vocabulary, prediction, and reading comprehension exercises. Audio files for each story are recorded at two speeds for learners in a multilevel classroom. The Teacher's Guide includes lesson plans and reproducible masters for each lesson. In the low-beginning level, the story is presented in paragraph form and includes a single illustration.



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Read it Online or Free by Mail

ABE Career Connections: A Manual for Integrating Adult Basic Education into Career Pathways. Office of Vocational and Adult Education (February 2010). Washington, DC: MPR Associates, Inc. Adult Basic Education Career Connections (ABECC) was a project funded by the U.S. Department of Education, Office of Vocational and Adult Education, from 2006 to 2010 to work with five sites across the country to demonstrate the impact of connecting ABE programs with career pathways in prominent industries in their communities. This manual provides a good overview of career pathways with examples from programs that are successfully transitioning learners to high priority occupations such as health care and the building trades.

Addressing the Health Literacy Needs of Adult Education Students. Mooney, Angela and Prins, Esther (May 2013). University Park, PA: Goodling Institute for Research in Family Literacy. The purpose of this guide is to inform practitioners about the current descriptions of health literacy, the relevance of the topic to adult education and family literacy practice, and ways to incorporate health literacy into the classroom.

Algebraic Thinking in Adult Education. Manly, Myrna and Ginsburg, Lynda (September 2010). Jessup, MD: National Institute for Literacy. Algebraic Thinking in Adult Education explores the reasons that algebraic thinking is necessary for adults to enable them to meet the demands of the workplace of the future. It also gives the reasons that algebraic reasoning needs to be integrated early into all levels of arithmetic instruction. This resource should help adult education instructors of all math levels understand the importance of thinking of algebra as a content strand integrated into arithmetic instruction and as a means of analyzing real situations.

Aspirations to Achievement: Men of Color and Community Colleges. Center for Community College Student Engagement (2014). Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership. Black and Latino male students enroll in community colleges with higher aspirations than do their white male counterparts, but white men are six

times more likely to graduate in three years with a degree or a certificate, according to this report. Closing the achievement gap between men of color and other groups of students "has to happen at community colleges," where black males and Latinos tend to enroll, Walter Bumphus says in the forward. Identifying causes of and finding solutions for these disparities are not easy. According to the report, "Race and ethnicity intersect in complicated ways with gender, socioeconomic status, college readiness, and other factors."

Beyond the GED: Promising Models for Moving High School Dropouts to College. Zachry Rutschow, Elizabeth and Crary-Ross, Shane (January 2014). New York, NY: MDRC. This report provides a snapshot of innovative adult education programs and the challenges involved in helping high school dropouts acquire a GED and gain postsecondary credentials. The study finds that the most successful adult education programs for high school dropouts contextualize basic skills and GED instruction within specific career fields and support students in their transition to college. These programs offer more rigorous academic curricula, as well as support services such as career and college admissions advising. Supporting students in their transition to college has been shown to increase the rate of their entry, persistence, and success.

Coalition Building: A Tool for Improved Community Literacy. Doughty, Margaret (2014). Washington, DC: U.S. Department of Education. This brief describes the following five criteria that are essential to success in building a collaborative process for community change, common agenda, mutually reinforcing activities, backbone support organizations, shared measurement systems, and continuous communications. The conclusion of the publication emphasizes the importance of building collaborative processes that result in community change.

Doing Business Together: Adult Education and Business Partnering to Build a Qualified Workforce. Parker, James T. (February 2011). New York, NY: Council for Advancement of Adult Literacy. This

report results from a project to stimulate more and effective partnerships for the purpose of planning for and providing basic and workforce skills to current and potential workers at the local and state levels. The report has a heavy focus on exemplary programs that already exist, in part as a result of adult education and business collaboration, with a focus on models in 16 states.

Family Literacy: A Valuable Gateway to Postsecondary Education. Family Literacy - Community College Partnership Initiative (March 2011). Louisville, KY: National Center for Family Literacy. This Issue Brief examines the impediments to attaining a postsecondary education and how literacy programs can help with the transition and increase college graduation rates for nontraditional students. The brief suggests ways that family literacy programs and community colleges can maximize existing and prospective federal, state and local resources to implement specific solutions to transition more adults to postsecondary education. Because family literacy programs serve entire families, they are uniquely positioned not only to help parents recognize the value of education, but also to prepare themselves and their children for postsecondary education. This approach reaps a double reward by raising the skill levels of adults while simultaneously raising the aspirations of children for higher education and training.

From Innovation to Transformation: Texas Moves to Reform Developmental Education. Clancy, M. Colleen and Collins, Michael L. (April 2013). Boston, MA: Jobs for the Future. This brief tells the short story of how Texas community colleges decided to implement the New Pathways Project in every college in the state. The decision grew out of many years of collaboration among partners, statewide experimentation with developmental education redesign, and a maturation of student success initiatives and demonstration projects designed to help students succeed and advance toward degrees. This brief can help states move toward more systemic, ambitious reform efforts, building off their particular histories, activities, and relationships. It offers lessons about the critical importance of involving college leaders and faculty and about effective strategies for creating buy-in and committing to specific innovations.

GED Teacher Study Group Facilitator Plan. Nicolet, Kate (2013). Barre, VT: VT Agency of Education. GED Teacher Study Group Facilitator Plan is a 7 week guide and is intended to accompany the information in A Teacher's Guide: Getting Acquainted with the 2014 GED Test (a separate TCALL title).

A Teacher's Guide: Getting Acquainted with the 2014 GED Test. GED Testing Service (2013). Washington, DC: GED Testing Service. This is an online site that helps you through the new GED test. The new content areas and the focus of each one is explained in an 8 week program.

Handbook for Sustaining Standards-Based Education in Adult Education. Pimentel, Susan (2014). Washington, DC: Literacy Information and Communication System. The purpose of this handbook is to help state leaders improve the odds of generating sustained organizational support for standards-based reforms, so that leaders can develop long-lasting roots for promising reforms and propagate them system-wide. The handbook presents a strategic framework, based on significant research, to assist with the full implementation of effective reforms in adult education programs that may otherwise be resistant to instructional and curricular transformations. The framework identifies four over-lapping and interconnected stages for innovation advocates to move through to achieve long-term sustainability for their standards-based reform. The handbook is organized around the four stages of the sustainability framework and includes completed sustainability materials.

Online Learning: Does It Help Low-Income and Underprepared Students? Jaggars, Shanna Smith (January 2011). New York, NY: Columbia College Research Center. This brief summarizes findings discussed in CCRC Working Paper No. 26, part of the CCRC Assessment of Evidence Series. The paper explores why students might struggle in these courses, discusses current access barriers to online education, and offers suggestions on how public policy and institutional practice could be changed to allow online learning to better meet its potential in terms of improving both college access and student progression.

Ready to Work: Job-Driven Training and American Opportunity. Biden, Joe (2014). Washington, DC: The White House. This report highlights successful job-driven training strategies, details executive actions that are being taken by the federal government, and new commitments by employers, non-profits, unions and innovators to help spread what's working and to support more Americans in getting and moving up in in-demand jobs and careers.

Workplace Literacy Guide. Pinhero, Robert (2014). Syracuse, NY: New Readers Press. This guide was developed to help organizations explore the possibilities and opportunities associated with starting a workplace literacy program with a local business.

Texas Adult Education & Literacy Quarterly is a publication of the Texas Center for the Advancement of Literacy & Learning (TCALL) at Texas A&M University. **The Quarterly** is dedicated to advancing the knowledge in the field by addressing topics of concern to adult education and literacy practitioners, policymakers, and scholars. Topics include but are not limited to methods and innovations in teaching and learning reading, writing, and numeracy; second language learning; family literacy; workforce literacy; transitions to post-secondary education and job training; learning technologies; health, financial, and civic literacy; and the professional development of practitioners.

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Editor: Peggy Sue Hyman

Editorial Board: Harriet Vardiman Smith, Dr. Mary Alfred,
Federico Salas-Isnardi, Dr. Deb Hargrove, and Susan Morris

Art Director: Jorge Goyco

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Texas Center for the Advancement of Literacy & Learning

800.441.READ (7323) 979.845.6615

979.845.0952 fax

Center Email: tcall@tamu.edu

Website: <http://tcall.tamu.edu>

Harriet Vardiman Smith

TCALL Director

hsmith@tamu.edu

Dr. Mary Alfred

TCALL Principal Investigator

malfred@tamu.edu