



# TEXAS Adult Education & Literacy QUARTERLY

**Texas Center for the Advancement of Literacy & Learning**

## **Congressional Briefing Highlights Effective Adult Education and Upskilling Policies**

*by Amanda Bergson-Shilcock, Director of Upskilling Policy  
National Skills Coalition*

It was standing-room-only for National Skills Coalition’s recent Congressional briefing on adult education and upskilling. More than 65 Congressional staff and other attendees packed a Senate briefing room to hear from state leaders about effective policy approaches for helping American adults to build skills and advance in the workforce.

NSC Director of Upskilling Policy Amanda Bergson-Shilcock kicked off the briefing with an overview of the issues. Amanda explained the crucial role of federal policy in creating “on-ramps” that enable adults with basic skill gaps to access educational opportunities that equip them for middle-skill, family-sustaining jobs.

Choices that Congress makes in the coming months as key legislation is reauthorized will affect how many adults are able to pursue upskilling opportunities and how successful they are able to be, she said. Reauthorization for several major federal investments – the Perkins Career and Technical Education Act, Higher Education Act, and Temporary Assistance for Needy Families – can be strengthened to better support upskilling.

Amanda thanked Senator Jack Reed (RI) for his office’s assistance in arranging the briefing and for his longtime advocacy as a champion for adult education. NSC is a supporter of Senator Reed’s proposed [CTE for All Act](#), which would foster tighter connections between Perkins Act programs and adult education programs.



Next, Amanda shared highlights from NSC's recent *Foundational Skills in the Service Sector* [report](#). The report found that approximately 20 million service-industry workers have limited literacy or numeracy skills. While some [companies are investing](#) in upskilling opportunities for their current employees, strong public policies are vital in bringing these isolated examples to scale.

Attendees then heard from three state leaders with robust experience in supporting adult learners and talent development initiatives:

- **Anson Green**, State Director, Adult Education and Literacy, at the Texas Workforce Commission
- **Reecie Stagnolia**, Vice President for Adult Education at the Kentucky Council on Postsecondary Education, and incoming Chair of the Executive Committee for the National Council of State Directors of Adult Education
- **Alex Hughes**, Vice President for Talent Attraction and Retention at the Nashville Area Chamber of Commerce

Anson discussed the pioneering work done in Texas to bring a wide variety of education and workforce investments under one roof. He shared an [illustration](#) from the Texas Workforce Commission (TWC) that shows the numerous federal programs and investments that are being coordinated and braided together in the state. Anson also explored the important role of workforce data in evaluating performance outcomes and improving services to participants. A particular area of focus is better aligning Perkins Act postsecondary outcomes with Workforce Innovation and Opportunity Act performance outcomes.

Next, Reecie shared his perspective on the needs and opportunities for adult learners in Kentucky, including a 1-page [fact sheet](#) on Kentucky adult education. The state has implemented a range of interventions designed to help adults with basic skill gaps to regain their footing and pursue middle-skill credentials. A key issue, he said, is the “benefits cliff” that many participants face when trying to transition from public benefits to employment. Improving public benefits programs to allow individuals to make a more gradual transition could help more people pursue labor-market opportunities.

Finally, Alex explained why the Nashville Area Chamber of Commerce sees talent development as an economic development issue. “Ten years ago, the number-one question from businesses considering a relocation to Nashville was about real estate,” she said. “Today, real estate is number four or five – and finding a skilled workforce is number one.”

That is one of the reasons the Chamber has prioritized involvement in education and workforce-related policy advocacy at the state and regional level, she said. Among its areas of focus are supporting Tennessee Governor Haslam's [Drive to 55 initiative](#), which aims to help 55 percent of state residents attain a postsecondary credential by 2025.

Both Anson and Reecie also delved into the issue of Integrated Education and Training (IET), a proven model for helping adults build basic skills such as reading and math while simultaneously training for a specific industry or occupation. Reecie discussed how his state is incorporating findings from the [Accelerating Opportunity Kentucky](#) (AO-KY) initiative into their broader services for adult learners.

Anson shared information about the widespread implementation of the IET model in Texas, and the [two](#) policy [memos](#) that the state has issued in recent months to help local adult education providers understand their options for implementing IET approaches. Both men

emphasized the importance of IET and other contextualized programs that provide wrap-around support services to help adults persist and complete education and training programs.

Later this summer, NSC will be issuing a policy proposal related to career pathways for low-skilled workers under the Higher Education Act. Get a sneak peek at our thinking in the Upskilling section of our [Skills for Good Jobs](#) federal policy recommendations, published last November.

*Note: This article was first published in the Skills Blog of the National Skills Coalition. Used here with permission. To read the blog and access additional links, visit the NSC page [here](#).*

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# *I-DEA National Conferences Announced*

Washington State Board for Community and Technical Colleges is pleased to offer regional Integrated Digital English Acceleration (I-DEA) training conferences around the country. One is being held in Houston.

The conferences, held in collaboration with The Bill & Melinda Gates Foundation, will equip English language faculty and administrators with practical information and hands-on tools to successfully implement and deliver I-DEA programs at their locations.

The [I-DEA flipped classroom, hybrid model](#) prepares students to enter college and career pathways with digital literacy and academic skills. I-DEA's outcomes are 9 to 16 percent higher than traditional English language classrooms.

Here is an example of the materials that are accessible through this self-enrolled course [I-DEA Demo](#). We'd also like to share a video from [Clark College](#).

## **Who should attend?**

- English language faculty
- Program administrators
- I-DEA partners

## **Need more information?**

Contact William Durden, I-BEST Policy Associate, [wdurden@sbctc.edu](mailto:wdurden@sbctc.edu) or 360-704-4368.

## **Conference Agenda and Meeting Materials**

- [Draft agenda \(revised June 14, 2017\)](#)
- Agenda and presentations will be the same at each location.
  - Directors Training (day 1 only)
  - Faculty Training (both days)

## **Registration**

Choose the link below to register:

- [Sept. 14-15, 2017, Houston, TX](#)

## **What's included**

The daylong conference is **free** for registered participants. Your training, conference materials, breakfast and lunch are generously sponsored by SBCTC and The Bill & Melinda Gates Foundation.

## **What's not covered**

Your travel expenses (transportation, lodging, other meals) are not part of the registration and must be covered by you or your organization.

SBCTC is not making any hotel room arrangements, so if you are a government employee and must follow per diem restrictions, use [Hotels at Per Diem](#) so you are able to find a hotel that honors the rate you need.



# *Distance Learning & Technology Integration*

## **Distance Learning Call Center for Math**

*by John Stevenson, TWC Program Specialist*

Math is scary. It's scary for AEL students and, let's admit it, math is scary for a lot of AEL teachers too. Teachers have long noted that math is the most difficult of the content areas to master, a fact that is verified by higher fail rates on the TxCHSE assessments and other gateway tests.

The Distance Learning (DL) Call Center for Mathematics was created in response to this long-standing issue.

### ***What is the DL Call Center for Math?***

The Distance Learning Pilot Call Center Project was procured by the Texas Workforce Commission (TWC), Adult Education & Literacy, to support adult learners who struggle with math. The concept of an online tutoring service that would provide support for any adult Texans was strongly endorsed by TWC leadership.

The contract for the DL Call Center was awarded to the StudentNest Foundation, an organization with many years of experience providing online educational tutoring. The DL Call Center provides one-on-one services through a virtual classroom. It connects callers with live tutors who walk students through math concepts, using interactive white board technology. Participants view the session in real time on a device, usually a laptop, tablet or smart phone, where they communicate with the tutor via voice or chat.

The DL Call Center is available to students from 6:00 AM to 10:00 PM Central Time, Monday through Friday and by appointment on Saturdays and Sundays. All tutors are degreed profession-

als with training and experience teaching math. Sessions can be conducted in either English, Spanish and in some other languages.

The service is absolutely free to callers. Programs who refer students to the Call Center are not charged either.

Callers do not have to be enrolled in a funded adult education program to access tutoring. Any adult Texan in need of math tutoring is eligible, even if they are studying on their own.

### ***How are the callers doing?***

The DL Call Center was launched in October 2016 as a pilot program and is now a little more than halfway through the contract period. Like other pilots, we have learned a few things about how callers would utilize the service. Several of our initial assumptions were tested.

First, callers spend more time with the tutors than we initially expected. On average, callers have been spending 45 minutes to an hour with their tutor and many schedule future sessions to follow. In June of this year, more than 80% of all participants were repeat callers.

Second, callers are requesting more in-depth support to understand a concept in mathematics, not just a quick fix with a specific math problem. Initially, we expected most callers would be requesting homework assistance, but, to our surprise, they are asking tutors to help them gain a deeper understanding of a concept. To assist tutors, we have provided StudentNest tutors with

the AEL Content Standards, who have worked to align their own instructional materials to essential content.

Third, callers are most comfortable learning math concepts in their dominant language. When students are offered tutoring in a language besides English, they usually accept it. The TWC contract with the StudentNest Foundation requires them to offer tutoring in English and Spanish, but StudentNest has also been able to help callers in several other languages as well. Some ESL students whose English skills are not adequate to receive math instruction have been happy to use the service to get a head start on math.

Finally, the DL Call Center is especially suited for students who are looking to brush up on skills prior to taking one of the TxCHSE assessments, the TSI Assessment or some other gateway test. We are thinking about marketing the service to career navigators, GED providers and military recruiters who serve clients facing one of these assessments. It goes without saying that we are hoping that teachers working with students about to take the GED, HiSet or TASC will refer them to the DL Call Center.

### ***Who can use the DL Call Center?***

Any Texan who is eligible for adult education services can access the DL Call Center, even if they are not enrolled in an AEL program.

First-time callers will be asked to attest to their age, their city of residence, and that they are not enrolled in a K-12 program. Callers who are enrolled in an AEL program will be asked for the name of their program and their TEAMS Record Number, if known. StudentNest can look up the TEAMS Record Number, if necessary.

The age requirement is 19 years old; however, 16, 17 and 18-year-old callers can participate if they are also enrolled in an AEL program, as verified by a TEAMS Record Number.

### ***How can I access the DL Center?***

Callers can access the DL Call Center in three ways:

- Telephone – (888) 295-3916
- On the Web – [www.studentnest.com](http://www.studentnest.com)  
When you open the page, look for the “Live Support” link
- Email – [tutoring@studentnest.com](mailto:tutoring@studentnest.com)

## **New in the PD Portal!**

### **Adult Learning Principles Online Course**

TRAIN PD is pleased to announce the availability of a new course in the PD portal which meets the requirement for Principles of Adult Learning (PAL).

Search for Adult Learning Principles in order to request the training in your transcript.  
This course is 2.0 hours

Please note the following: The online course *Understanding Adult Learners* is the required pre-requisite for the new course.  
This course is 1.0 hour.

Together both online courses meet the 3-hour PAL PD requirement.

# Badging in Action: Becoming a Tech Integration Coach in Texas

by Leah Peterson

To catalyze the use of technology in workforce and adult education instruction across Texas, TRAIN PD, a project of the Texas Center for the Advancement of Literacy and Learning (TCALL) at Texas A&M, launched in April a 7-level badge program for certifying Technology Integration Coaches. Badges 1 and 2 cover basic digital literacy aligned to the ISTE Standards for students and include Northstar Digital



Literacy Assessments. Starting at Level 3, participants start to receive training to be Tech Integration Coaches and must complete 10-12 activity badges per level on training and mentoring their peers.

“We’ve come to the realization that while a teacher can participate in a face-to-face training and be all excited about the content, there’s really no way we can confirm that they’ve actually implemented what they learned back in their classroom. Having a Tech Integration Coach at each local program to coach and guide teachers will make a huge impact on how effective the training was on student success in the classroom.”

— Deb Hargrove, Director of PD, TCALL

Serving a large state with diverse urban and rural areas, the Texas Workforce Commission is focused on developing local leadership. As **John Gilbert Stevenson** with Adult Education and Literacy at the Commission said: “We’re using the coaching model to build local capacity so we develop experts out in the field all across Texas, not just here in Austin. This is a model we’re using also for other statewide projects, including career pathways mentors, distance learning mentors and instructional coaches for content standards implementation. We want to know that our teachers can rely on local resources for the support and training they need.”

“Having programs and teachers not integrating technology into instruction is just not an option any more. Badging offers a fun and scalable way to develop Technology Integration Coaches.”

— Glenda Rose, PD Specialist and Project Chief Designer, TCALL

This effort is in its infancy, but project leads are happy to provide more information. Contact Debra Hargrove at [debrahargrove@tamu.edu](mailto:debrahargrove@tamu.edu) or post your thoughts and questions in the comments.

Texas is a member of the [IDEAL Consortium](#), a project of the EdTech Center at World Education. Glenda Rose and AnneMarie Molinari will be representing Texas at this year’s summer [Institute](#) where they will be presenting on their badging system. Additionally, Debra Hargrove is a [partner](#) of the EdTech Center. Subscribe to our [newsletter](#) to get updates about the work our partners are doing to benefit from technology in their states.



Originally Posted on May 4, 2017 by Leah Peterson in *Tech Tips for Teachers*, a blog of the EdTech Center @ World Education. Used here with permission. To read the whole blog, access it here: [EdTech Center](#).

# The Power of Plickers

by Ashly Winkle, High School Equivalency Literacy Instructor



Have you ever looked around your classroom, only to find a room filled with blank faces? The only sound to be heard for miles is that of crickets chirping in the far

off distance. Suddenly, you are filled with the feeling of failure, not to mention frustration. Thoughts cross your mind: maybe they get it; they just aren't responsive, or the more likely case, they don't get it at all. You just delivered what you believed to be your rock star lesson, only to find your students disengaged and unresponsive.

This is where using the right technology assessment tools can have significant impact not only on your class environment, but on your students' learning. The problem is there are so many tools to choose from, and unless you are a bit of a techie, like myself, you probably don't have the time or desire to explore them. After much research and experimentation, I have numerous tools I enjoy, and hope to share more in the future, but the one I would like to share today is Plickers.

## What is Plickers?

Plickers. Cute name, but what is it? As the creators put it, Plickers is a "powerfully simple tool" that allows teachers to collect formative assessment within moments with the use of only one device. That's right, the students do not need any technology; they only need QR codes, which Plickers provides up to 63 for free!

## About the QR Codes

You can print different sizes of the codes. Each code is unique, so no student has the same one. Each code is numbered so that the teacher can assign it to individual students, and each code has a letter on each side. The letters, A, B, C, and D, represent the answers to the questions on the overhead.

## How it works

When a question appears on the screen, students hold their QR code card up, with the answer to the question at the top of the card. From there, the teach-

er scans the room with his or her device (compatible with both Android and iOS). The app recognizes the codes, and then captures and records the students' responses. Teachers immediately know who answered correctly, and who did not. The teacher is also given an overall class average of correct responses on that question. After the activity, teachers can access a report on the website to see which areas students had the most challenges.

## Why you should be using Plickers

Plickers is free, Plickers only requires one device, and Plickers is a quick and easy assessment tool. But Plickers is more; Plickers is magical. Recently, I was trying to teach my high school equivalency class to convert fractions, percents, and decimals. I could see their brains frying, so I took a new approach, and pulled out Plickers. Once they started the Plickers activity, they began to identify the patterns of working out the problems. And by the end of the lesson, student understanding, not to mention confidence had greatly improved. Furthermore, Plickers allows for teaching opportunities, demos, and discussion between each question, and every student in the room is engaged in the activity. By the end of your Plickers lesson, you won't even think about those crickets in the far off distance.

For more information and to start your free account, visit [plickers.com](http://plickers.com). If you want to learn more about using Plickers, look for the Tech and Tell, "The Power of Plickers," on the TRAIN PD Portal.



## About the Author

Ashly Winkle is a high school equivalency and adult basic education literacy instructor, PD Trainer, and Technology Integration Coach for the Literacy Council of Tyler. She started as a volunteer over four years ago, immediately fell in love with adult education, and

became a teacher within a matter of months. Ashly is extremely passionate about two things: technology and teaching adults. Firmly believing in the importance of students being comfortable and skilled with technology tools, she also believes in the importance of teachers knowing and understanding how to integrate technology it into their adult ed classrooms.



# Career Pathways

## American Dream Come True

by Diana Hite, ESL Instructor

When Barbara Lira, a doctor from Mexico, entered the Integrated Education and Training/Welcome Back Center (IET/WBC) program offered at Brownsville ISD/Adult Continuing Education, she never imagined that the “American Dream” that she once envisioned of finding work in an environment close to her area of expertise would soon become a reality.

The IET/WBC is a program designed to help all the professional skilled immigrants with lawful status in the United States get direct instruction and study skills concurrently with Workforce Solutions needed for workplace training in their profession and find a job closely related to their area.

Barbara Lira entered the program in August of 2016. Within a couple of months she excelled in all of her learning objectives as well as her goals. She met all of her course requirements by having her credentials transcribed, creating a portfolio along with a cover letter, and networking at job fairs.

In November of 2016, Dr. Debbie Alford, Program Director and Brenda Ivory, President and CEO of Harlingen Medical Center arranged a private tour for the licensed physicians from other countries enrolled in the WBC, to learn how to become Certified Documentation Specialists. The Harlingen Medical Center and BISD/Adult Continuing Education had already formed a partnership agreement.

After the tour, Barbara immediately completed an effective job application and waited three months before she heard from “Prime Healthcare,” Harlingen’s Medical Center parent company.

During those three agonizing months, Barbara had already agreed to work at Southwest Key Program, as a child care worker. She had also enrolled in a vo-

ational school for medical assistant. However, when she received the call from Prime Healthcare requesting an interview, she prioritized this job opportunity. She began practicing her interview soft-skills, which she had been trained on by Texas Workforce, in conjunction with WBC. A week later, she was informed that she had been selected to work as a certified documentation specialist in one of Prime Healthcare’s hospital in Mission, Texas.

Barbara will now be able to work in her specialized field. She will continue with her career pathway by improving her knowledge and skills in the medical field in this country. This accomplishment will put her on a path to achieve her dream of becoming a licensed physician in the United States.

### About the Author



Born in Mission, Texas to an educator and a housewife, Ms. Hite earned her bachelor’s degree in government with a minor in history at the University of Texas-Brownsville, all while parenting four children. She has ten years in education with eight of them at the adult education level. She is the TALAE

Teacher of The Year for 2013-2014. Her teaching style includes small group discussions, interviewing, role playing, writing, or working on project-based learning. She feels that the more actively engaged her students are, the more learning takes place, and the greater the rate of retention will be. Diana Hite is the “Go to” person at BISD ACE for all teachers. As a trainer and mentor, her philosophy is to first develop and continually feed the idea of building an atmosphere of “togetherness” in her classroom.

# San Antonio Group Tackles Adult Literacy, One Student at a Time

by Kaulie Lewis, Reporting Texas



*Idris Ahmad, 33, from Sudan works through math problems with volunteer tutor Cinzia Pellegrino, 43, at Each One Teach One. Ahmad has been working towards getting his GED so he can attend college.*

*Denise Cathey/Reporting Texas*

When Arthur Montalbo was working in Galveston, he never found the time to take his high-school equivalency test. He had a family to support, and that came first. The one time he applied for a continuing education program, it turned out to be a scam, leaving him thousands of dollars in debt and no closer to his dream of working in computer maintenance.

Years later, his daughter brought him to San Antonio and encouraged him to pursue his GED. Now he spends his Wednesday afternoons at the Each One Teach One headquarters, going over algebraic equations with a tutor in preparation for the test.

“I’ve had some rough times before, but they really help you out here,” he says.

Each One Teach One, the organization behind Montalbo’s GED prep, is the only adult literacy education nonprofit serving the greater San Antonio area. Though San Antonio is the seventh largest city in the United States, it ranks 73rd in national measures of literacy according to U.S. Census data and a report from Central Connecticut State University. Roughly one in four San Antonio adults is functionally illiterate, defined as reading at or below the fifth-grade level.

“The need is just horrendous,” said Carolyn Heath, the founder and director of Each One Teach One. “And it’s not just San Antonio; it’s Texas.” Now her organization is doing all it can to help. Heath began Each One Teach One in 2004 after she noticed adults at a tax preparation site struggling to fill out their intake forms. Soon, students were coming from across the city and its suburbs. “We learned that we had just stumbled on one of the most serious issues facing our city.”

Though Heath may not have intended the nonprofit to become the face of adult literacy education in San Antonio, she emphasizes the importance of the services her organization offers.



*Founder and Executive Director Carolyn Heath has run Each One Teach One San Antonio program since 2004.*

*Denise Cathey/Reporting Texas*

“Domestic violence, homelessness, substance abuse,” she said. “Take any social issue that you can think of, really, and those at the lowest educational rungs are disproportionately affected.”

The numbers support her: 43 percent of adults with the lowest measure of literacy live in poverty, according to the National Assessment of Adult Literacy, and 85 percent of juveniles in the court system are functionally illiterate.

But for students at Each One Teach One, adult education offers a way forward through flexible and individual tutoring. The program served 354 students in 2016 and is on track to reach over 500 this year, a feat only made possible by the help of more than 100 tutors who volunteer their time to meet with students.

The organization also is expanding through partnerships with local businesses such as H-E-B to provide literacy training on job sites. That program, sponsored

by the Texas Workforce Commission, is gaining traction among San Antonio employers, who Heath says often are more than happy to offer educational services to employees in a job market desperate for educated workers.

Such partnerships are part of a larger shift in the way Texas approaches adult literacy. The state's Adult Education and Literacy agency has moved to the Texas Workforce Commission in an effort to better link literacy efforts with workforce training resources, said Katrina Anaya, the program director at statewide literacy coalition Literacy Texas.

"Since [the AEL] moved, there's been this emphasis on literacy to be able to get a job, and I think that makes sense," she explains. "It's not just about being able to read a book; it's about being able to read an application or write a resume or address basic health needs, all these other things."

Each One Teach One takes "all these other things" into consideration as well, measuring learner success with education-oriented progress tests while also watching for broader changes in learners' personal lives.

Sometimes it's as simple as "seeing people go from being very hesitant to express themselves to just having a bigger bank of words, and because they know more words, they talk more," Heath explained.

One student who was homeless when he entered the program now has an apartment; his academic performance continues to improve as he works towards his high school equivalency, and he's joined Each One Teach One's team of "learner leaders."

That kind of progress really embodies what Heath's organization is ultimately working to accomplish, she said.



*Mayra Arevalo, 26, ponders an ESL word problem about schedules and time during her tutoring session at Each One Teach One San Antonio. Arevalo moved to San Antonio from Guadalajara, Mexico, and plans to learn English so she can obtain the U.S. equivalent of her accounting degree from Mexico.*

*Denise Cathey/Reporting Texas*

But when working with any learner, Heath makes sure to emphasize, "the only difference between you and me is an education. It's not like there's some magical thing going on here. It's just education."

*Note: This article was first published by Reporting Texas on April 21, 2017. Used here with permission.*

## **The New Standard: Integrated Education and Training & the Student Experience**

*by Aaron Reyna, Restore Education*

The new EL Civics Integrated Education and Training (IET) program rolled out this program year and has thrown many challenges to educators and coordinators as they develop curriculum and programs. However, upon the implementation of IET at Restore Education, we have not only been able to create a new program for our current students, but we have also been able to expand our services to underserved students in San Antonio. The Workforce Innovation and Opportunity Act (WIOA) has allowed for the preparation of English language learners in language acquisition and training to better prepare them for the workforce. The U.S.

Census Bureau reported that Texas ranked second in the number of residents that spoke only Spanish, approximately 2,369,036 individuals. Here in San Antonio, approximately 44.3% of households have a language besides English spoken primarily in the home. WIOA will allow for non-native English speakers, especially those with either a bachelors, advanced, or professional degree from their home country, to better integrate by gaining specific training in high demand occupations and increasing workforce ready skills to become successful in the workplace.

The “E” in IET allowed our agency to expand service offerings that assist students as they learn or improve their English and also prepare them for the Spanish GED. Previously we were limited in the amount of help we could provide to students who wished to take the GED in Spanish, but additional staff now assist with GED in Spanish and instruct English classes.

Whereas before this year we would have referred these students to more established ESL programs, we are now able to help these students gain and sharpen skills that are transferable to nonsubsidized employment that can support a family. This program expansion has and will allow more students to earn their high school equivalency credential.

The “T” in IET required us to create new training pathways for our students in the community. First, we were able to develop an entrepreneurship class for our students who are interested in starting their own business or who currently own a business and desire extra training. Through this training, students learn the necessary skills to create a business or improve profitability for an existing business. The use of an online program allows not only for our students to have access to videos, transcripts, and quizzes, but also, if they choose to complete the final exam, they can receive college credit for the course at a local community college.

We also partnered with an organization in San Antonio to design and deliver an Administrative Assistant training course, which is conducted at our location. The result of successful completion of the Administrative Assistant class will yield the students a Marketable Skills Achievement Award and lead to a job. Both programs were chosen due to their flexible nature, accessibility of material, and most importantly, they permit participation of students without a high school credential. Lastly, for those students with a high school credential and interest in the healthcare profession, we offered the option to participate in training programs – the most popular being Certified Nursing Assistant and Pharmacy Technician.

The “I” in IET stands for integration, and in my opinion, has not been without its challenges. After much brainstorming, we successfully integrated the previously mentioned programs with the English

classes, distance learning, civics, and GED instruction. First, we created small language acquisition cohorts, and classes took place at our site weekly. These were supported with a distance learning program including Burlington and USA Learns. This combination allowed for the repetition of English, digital literacy, and were infused with civics and workforce readiness activities and vocabulary. Digital literacy training was delivered through the distance learning program since the students had to use the internet and computers to complete the lessons. The workforce preparation is composed of two components: skills and workplace vocabulary. Skills taught included some of the following: time management, cultural norms, workplace expectations, organizational strategies, and study skills. Workplace vocabulary was introduced throughout English classes and the distance learning program. In addition, the distance learning program allowed for a tailored approach to the specific career the student wants to pursue.

The feedback from students about the program has been very positive. One of the current students stated, “I can go anywhere for English classes, but there is no way I would have been able to receive tutoring in Spanish for free.” Another student, who holds a college degree from her home country, stated, “The English classes and English online program have helped me so much. Before I did not think I could attend college in the United States, and now I know it is a possibility.”

Although the IET EL Civics program is only in its first year, many of our students have been able to excel in just this short time. Whether it is learning how to order food in English without hesitation, or allowing others to earn their high school equivalency credential, all students now have the opportunity to access higher education or workforce training.

### **About the Author**



Aaron Reyna is a recent graduate from Texas State University’s Adult Education masters program. Aaron’s research interests include public policy, college access, immigration, adult education and issues that relate to underrepresented groups such as those with disabilities, racial/ethnic minorities, LGBTQIA+, and undocumented people.

# Many Graduate from IET Programs

by Anthony Fraga, Socorro ISD

In the rural town of Socorro, TX is a Community Learning Center with roughly 25 years of experience educating adults. The Socorro Independent School District Community Education Program has recently seen changes to its program that has led to state recognition by the Texas Workforce Commission for the past two years. Now, the SISD Community Education Program boasts a successful career pathway program that has incorporated the use of the district's Career and Technical Education (CTE) facilities generally reserved for use by its high school students.

This June 2017, Socorro ISD Community Education Vocational IET Program graduated 12 students in their HVAC certification program, 13 students in their Computer Maintenance program, 16 students in their Microsoft Office program, 6 students in their Law Enforcement program, and another 7 students in the Building Maintenance and Electrical certification program. Career Pathways and Transitions Coordinator, Rosanne Loya, says, "We wouldn't have the success without the cooperation of many people in the community." She says that besides the support of her director, she has welcomed the support of SISD's CTE Director, George Thomas, who has developed one of the best Career and Technical Education programs in the southwest. Mr. Thomas has made available every resource that the district has to adult basic education students. In other words, each program is using the facilities at the same high school location that Socorro ISD's high school students use. Adult basic education students enjoy, for example, the use of the HVAC lab at El Dorado High School while the Building Maintenance and Electrical Technology students use the Electrical Technology classroom at Americas High School. Ms. Loya explains how

the program is currently coordinating the use of the district's medical magnet school so that adults have the opportunity to receive their Certified Nursing Assistant certification and/or Certified Medical Assistant certification this coming school year.

Andres Talavera is one example of the successes that are coming from this great program. He began his studies in the ESL program four years ago, after immigrating to the United States from Cd. Juarez, Chihuahua. During this time, he completed the GED program and went on to become a U.S. citizen two years later through our citizenship class. This school year, Andres, a very proud father of 2 daughters, will complete the Computer Maintenance and Repair course. He will receive the industry-recognized A+ Certification and the Network+ Certification and improve his chances of being employed in El Paso, Texas.

Socorro has been able to meet its Career Pathway target by creatively expanding its program without having to invest in infrastructure or without having to use its limited budget to rent facilities or without paying high tuition costs at post-secondary institutes that

provide this type of workforce training. Ms. Loya is proud to say that the Socorro program offers these skills development trainings at no cost to the participant. In a community like Socorro, TX, which is in desperate need of employability skills, the program could not have come at a better time. Ms. Loya goes on to say, "In this economically disadvantaged community, we are happy doing our small part in helping



our students earn industry and state-recognized credentials that will help them build their economic self-sufficiency."

# Victoria College Brings More Promise to My Life

by Tiffany Johnson, Victoria College

with contribution by Sharryn Evans-Kwiatt

Kofi Annan stated, "Education is a human right with immense power to transform" ([www.brainyquote.com](http://www.brainyquote.com)). This quote illustrates the right to education all children and adults possess to pursue skills in any form. As adult educators, we see many stories enter our doors. Some are those of anticipation, despair, excitement, fear, apprehension, but in every person we see one commonality, and that is hope. The people who walk through our doors hope we are the answers for them. We are the ones to provide education, careers, advice, and a helping hand. More importantly, we are the ones who can guide them to a better life.

Sharryn Evans-Kwiatt was one of those stories. Struggling with a reading learning disability in her younger years, school was always a challenge. The struggle was embarrassing in classes being faced with ridicule and cruel comments from her classmates. It was easier to stop reading than to face the laughs and remarks. It was difficult to have others in the class discuss books and the latest reading series and another reason for her to feel isolated and alone. The first book, Sharryn read was *Harry Potter and the Sorcerer's Stone*. Sharryn says, "I was drawn into what my friends and family were talking about, it took me a month, but I finished my first book."

After the death of her mother, Sharryn found herself in a difficult place. Her mother had always said she could do better and be successful, but Sharryn found school impossible without paying for an additional tutor to help her through every class. She felt she had let her mother down and settled for an average job. Although a high school completer, her skills were not the equivalent of college entry. It wasn't long before she found herself without a job and back at square one. Taking the initiative this time, Sharryn walked into her first adult education program.

All Victoria College nurse aide students begin their pathway with a visit to the adult education program for assessments. By pre-screening basic skills levels, students are able to complete contextualized classes in order to bring them up to where they need to be, if needed. This allowed Sharryn to be selected for the SAIL program. The program (Students Accelerating through Integrated Learning) provides a dual enrolled course of study for adult education students. All stu-

dents must complete a Launch (transitions) course that offers preparation for college combined with high school equivalency instruction as well as offer students lessons on career exploration, financial aid, and other college success skills. Once enrolled in the SAIL portion of the class, students attend a technical training course and an adult education contextualized class. This support class incorporates skills in reading, writing, and math through the context of specialized materials including college textbooks and supplemental materials.



Sharryn Evans-Kwiatt

Sharryn obtained her Certified Nurse Aide certification as well as returned to a phlebotomy class. She is currently employed with Citizens Hospital and returns to speak to adult education classes to offer encouragement to others. Victoria College is proud to have played a role in her successful journey and will continue to support her. Recently one of the adult education staff was admitted to the hospital and Sharryn was one of her assigned care-givers. It was very moving to see the efforts of the adult education program become real in our daily lives and see the beam of pride she takes in her work.

Since 2014, the Victoria College SAIL program has served over 250 students with a 74% completion rate. Students obtain a workforce industry recognized credential and move into local and regional high demand careers. Support services are often provided by Workforce Solutions programs and many scholarships for the project are offered by local employers and donations from local entities.

The SAIL model has changed the way adult education is seen by Victoria College and the community. Our students are treated as a viable recruitment pool and encouraged and supported by the institution from their initial visit through their credential. Future plans will expand the follow-up services provided to our students for continuing their career pathways and serving as role models to other community members.

# Literacy

## Bryan Adult Learning Center Puts Dreams within Reach

by Aimee Breaux, *The Bryan-College Station Eagle*

Working at a fast food drive-thru window on Christmas Eve 2009 was the push Sally Ryan needed to enroll in a college-readiness course at the Bryan Adult Learning Center.

"I thought, 'Not when I was a little girl did I ever dream of working a drive-thru on Christmas Eve with a bunch of other people,' " she said. "Not that that's a bad career -- it just wasn't my dream. My dream was always to be a teacher."

With the help of adult education resources in the area, Ryan went on to attend Blinn College and eventually graduate from Texas A&M with magna cum laude honors in 2016. She is now a third-grade teacher at Jones Elementary School in Bryan and an avid advocate for following one's passion.

"Just because you have a GED doesn't mean you can't do these things, or just because you don't have a high school diploma doesn't mean you can't do these things," she said. "You can still do these things -- and in many ways have more appreciation for having to work harder for it."

Her story is the kind of success story that the Bryan Adult Learning Center hopes to have more of in the

community, and the kind that principal Becky Collet says no longer happens with a GED alone.

"It's not enough anymore," she said. "We want our students to have more. We don't want our students to just get their GED. That used to be the mentality."

Collet encourages anyone in the community who is interested in attending a university or getting a certificate in careers such as welding and truck driving to take the center's free Intensive College Readiness course, the same course Ryan took in 2010.

The next course session will start June 1 and run through July 13. To participate, eligible students -- those who have a high school diploma or GED, are at least 18 years old and speak English -- must call the center before the start of classes.

The course itself is designed to funnel students into Blinn College. For Ryan, the course not only got her up to speed on certain topics, but it gave her information on grants and scholarships for college.

"If you aren't a 10th-generation student going to col-



*Sally Ryan, a third-grade teacher at Jones Elementary School, went from working a drive-thru window to attending Blinn College, then Texas A&M with help from the Bryan Adult Learning Center.*

*Dave McDermand/The Eagle*

lege, you have no idea. I had no idea,” she said. “I had no idea where to register, how to pay for college.”

The benefits of the class come with the struggles. Collet said dropping out -- which she refers to as “stopping out” -- to work or take care of dependents and returning to the classes is “just part of the deal in adult education.”

Collet said, “It’s scary for a lot of GED students to enter a GED program, because they haven’t been successful in the past in the public school arena for whatever reason.

“For a lot of these students, life gets in the way, and they have to drop out.”

Ryan’s own unconventional path started in a GED program in Chicago in 1979.

“I left home when I was 15, made bad choices and moved from Nebraska to Chicago by myself,” Ryan said. “I couldn’t really go to school -- I was just trying to survive.”

She started a career in restaurant management, and by 1986, Ryan moved to College Station after her now-husband found construction work in the area.

When she learned about the program, her first thought was that it may be a good option for her daughter, but the more she thought about it, she said, the more she thought, “Why not me?”

“It was hard, and there were times I wanted to give up,” she said, adding that she called the center and asked to be removed from the class once before it began.

“Every time I told [program organizers] I couldn’t do it, that I was too old and it was too hard, they told me to march back in there and go back to class.”

She said she went back and forth on taking the class several more times, but she made it through with the help of her husband and support from the teaching staff at the Bryan Adult Education Center. The moment she started teaching, however, she knew it was all worth it.

“I’ve always wanted to teach,” she said. “I just remember being a kid and wanting to teach and to work with kids. I guess it’s something innate for me. Even when I worked in the restaurants, I liked to train and teach.”

In addition to teaching writing and science to third-graders, she said she wants to instill in her students the importance of education and her life philosophy that you can make mistakes, but you have to learn from them.

“I let the kids try on my Aggie ring, because I think it’s important for them to know that no matter what your background is, you can go to college,” she said.

*This story originally appeared in The Bryan-College Station Eagle on April 30, 2017. Reprinted here with permission.*

## LINCS Resource on the Transitions Integration Framework

Check out the LINCS Resource: Transitions Integration Framework (TIF). This resource was designed to provide adult education professionals with information, tools, and resources to help integrate transition skills into all levels of adult education instruction. TIF defines the academic, career, and employability skills students need to be successful in their transitions to postsecondary education or career training.

Located under the ACE Resources, there are lesson plans and ideas for classroom scenarios for every level to help students develop the soft skills needed to advance in both the academic environment and the workplace.

<http://atlasabe.org/professional/transitions>



# Never Judge a Book by Its Cover

by Chera Crawford, Literacy Council of Tyler

An old saying goes, “Never judge a book by its cover.” This couldn’t be truer than in the case of Jonathan-Paul Anders, or JP for short. At first impression, JP is an extraordinary towering figure. He looks to be afraid of nothing or no one. And in most cases and most of his life, this has been true.

JP described himself as a hard-head growing up. Following rules was something he rarely did, and getting in a fight was a normal occurrence for him. This led to him dropping out of school in the 10<sup>th</sup> grade. From then on, he pursued a life that led him down many wrong paths until one day his family made a stand. His mom and dad tried to force his hand and get him to move in with them. JP, not wanting to be someone’s responsibility, refused. His sister didn’t give him a choice, and said he was coming to live with her family.

While adjusting to living with family again, and learning to accept help from them, JP decided to enroll in Tyler Junior College’s automotive program. Shortly after he dropped out of school, he earned his GED. This allowed him the opportunity to train to be an automotive mechanic. This was a passion he shared with his dad, but because he wasn’t certified, employment didn’t come easy. While attending one of TJC’s automotive orientation sessions, he was introduced to Literacy Council of Tyler. He learned about a new tutorial support class being offered to first time students. To everyone’s surprise, JP, the one who was afraid of nothing, said “I was scared to death of going back to school.” This program was an avenue to calm his fears and help him transition back into the educational world. JP applied, was accepted, and attended every class meeting that was offered. He shared with LCOT staff, “This program has helped me in so many ways. I don’t know what I would have done without it.” He added, “It’s not just the academic help, but the advice and relationships you build while in it.” JP and the group of the other 7 students in the program met once a week to review class material, learn study strategies and note taking tips, and get help with the transition to college. JP even started meeting with one of the other automotive students

in the program outside of the class to get in extra study time, something he would have never done in the past. He said, “I met a study buddy through this program that I would have never crossed paths with if it wasn’t for this class.”

The program only lasted one semester, but JP promises to keep in touch. All of the students had great success their first semester and have applied for the spring. JP earned his engine repair ASE certification, passed his courses at the top of his class, and is now registered to begin his second semester of school. “I recommend this program to anyone starting out. I have already told several people.” He has reconnected with his dad working on cars again, has learned to accept help from others, and the thing he is most proud of he says, “This is the first time I think my mother is really proud of me.” When asked what will keep him following the right path, he replied, “Family.” “I’m not just doing this for me. I am doing this for my family.” “I realize now my actions have consequences, not just for me, as they affect my family too.”

## About the Author



Chera Crawford is the Director of Career Pathways and Transition at Literacy Council of Tyler. Before taking this position, she devoted 13 years to creating and implementing a college advising program for a non-profit community organization. It was geared toward first generation high school students and their

families, and used a unique personal approach tailored to their individual situations. She directed the activities and services of this program which served over 2000 families and eventually stretched its reach into the middle schools. In her last two years before coming to the Literacy Council, she worked at one of the local high schools facilitating a federally funded grant, GEAR UP, which assisted students with college and career readiness as they prepared for graduation and college. Mrs. Crawford holds a bachelor’s degree in psychology and a master’s in Public Administration both from the University of Texas at Tyler.

# Texas AEL Standards and Benchmarks: Reflections on the Process

*by Amber Sarker, Jessica Reynolds, Dr. Emily Payne and Dr. Russ Hodges  
Texas State University*

In 2016, the Texas Workforce Commission (TWC) contracted with The Education Institute (TEI) at Texas State University, to revise the 2008 Texas Adult Education Standards and Benchmarks. The scope of work directed TEI to update the Adult Basic Education, Adult Secondary Education, and English as a Second Language levels of the Texas Adult Education Content Standards & Benchmarks. The TWC contract stipulated that TEI align the updated Texas Adult Education and Literacy Standards with the Texas College & Career Readiness Standards (TCCRS), the Texas Certification of High School Equivalency, and the Texas Success Initiative Assessment (Texas Workforce Commission, 2015). Additionally, the TWC specified that the updated standards and benchmarks specifically align with the State of Texas Assessments of Academic Readiness, the Texas Essential Knowledge and Skills, the Texas Certificate of High School Equivalency, and the National Reporting Systems descriptors.

In order to unify standards that link adult education, postsecondary education, and the workforce, College and Career Readiness was also addressed throughout the standards and benchmarks revision process. Stakeholders from the workforce were consulted to ensure the updated standards to adhere to the evolving needs of the Texas workforce. The standards are intended to concurrently meet the changing demands of the workforce while affording students the opportunity to pursue their long-term career aspirations and goals in an academic setting.

## **Process**

TEI's project was guided by American Insti-

tutes for Research's Process Guide for Establishing State Adult Education Content Standards (Seufert, et al., 2005). A Standards Work Group (SWG) was formed with selected members who were "recognized experts in adult education and literacy (AEL) and developmental education; practitioners in reading, writing, math, and English as a Second Language; as well as individuals with experience in industry standards, assessment and employability skills" (TWC, 2017, p. 11).

The SWG first met face-to-face in March, 2016 to discuss the scope of the project and the salient foci for the revised content standards. Members of the SWG were provided with binders that included logistics, definitions of terms used, and informing documents to familiarize the SWG with current standards and benchmarks. A productive discussion among the SWG fostered ideas about how academic and workforce skills are needed in the content areas of: English language arts, mathematics, and English as a second language.

After the first meeting adjourned, the SWG continued working remotely to refine the standards and benchmarks and were advised to address questions about the placement, ordering, and inclusion of standards. This process included several rounds of revisions intended to ensure the recognized experts in the SWG team were provided with opportunities to edit the documents. Several rounds of revisions allowed the SWG to co-create a document to be shared statewide with AEL stakeholders in the summer of 2016.

In the fall of 2016, the SWG discussed additional revisions via phone conference, followed

by a face-to-face meeting in San Antonio. In this meeting, the SWG broke into subject area teams to discuss what needed to be refined before the document was ready for distribution. Discussion continued after the face-to-face meeting via phone conference, email, and in-person meetings. After receiving this last round of revisions and suggestions, the final document was ready for distribution in January, 2017.

## Reflection

The process for facilitating the collaboration of stakeholders and content experts to update the standards was challenging and rewarding. Although the revision process was extensive, it was necessary for the SWG to take time to address the breadth of content knowledge, experience, and workforce needs of AEL students in Texas. The lengthy revision process allowed members of the SWG to present, challenge, and edit content to best address the revisions. While the majority of the SWG edits were suggested online, the face-to-face conversations proved to be valuable in order to add, edit, or omit standards and benchmarks.

Revising the standards allowed the SWG and TWC to raise expectations, engage stakeholders in conversations that address the needs of AEL students and educators, enhance AE curriculum, update professional development needs, and articulate educational goals for AEL in Texas. The final Texas Adult Education Standards and Benchmarks document was a collaborative effort aimed at providing Texas adult educators and partner agencies to have a shared understanding of TWC's goals for Adult Education and Literacy.

## References

Seufert, P., Sherman, R., Amador, N., Condelli, L., Silver-Pacuilla, H., Tetteyfo, S., Faller, B., Knight, L. M., & Ward, K. C. (2005). *A process guide for establishing state adult education content standards*. Retrieved from <http://lincs.ed.gov/publications/pdf/>

## [Adult Education Process Guide.pdf](#)

Texas Center for the Advancement of Literacy and Learning. (2008). *Texas adult education standards and benchmarks for ABE/ ASE and ESL learners: Implementation guide*. Retrieved from <http://www-tcall.tamu.edu/taesp/guide08/pdf/guide.pdf>

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Texas Workforce Commission. (2017). *Texas adult education and literacy standards and benchmarks*. Austin, TX. Author.

## About the Authors

Amber Sarker and Jessica Reynolds are third-year doctoral students in Developmental Education at Texas State University. Dr. Emily Miller Payne and Dr. Russ Hodges are Associate Professors in the doctoral program in Developmental Education at Texas State University and were Principal Investigator and Co-Principal Investigators on the AEL Standards and Benchmarks project.

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**Enhancing Adult Motivation to Learn: A Comprehensive Guide to Teaching All Adults, Third Edition** (LIT). Wlodkowski, Raymond J. (2008). San Francisco, CA: Jossey-Bass. The third edition of the original 1985 book offers advice and strategies in a jargon-free style for teachers and trainers who want learning to be a motivating experience for adults. Drawing from recent research in the fields of cultural and ethnic studies, communications, cognitive psychology, systems theory, and multiple intelligences, Wlodkowski gives examples of how to use this information in practical ways, taking into account cultural and gender differences in learner motivation. He examines characteristics needed to become a motivating instructor, as well as four major motivating factors: inclusion, attitude, meaning, and competence.

**Teach Anyone to Read: The No-Nonsense Guide, New Edition** (LIT). Pope, Lillie, Dr. (2008). Brooklyn, NY: EJK Press. The methods described in this book have been used for instructors, working with many thousands of students. The instructors have included both experienced and novice teachers and other school personnel, persons in the helping professions, and dedicated volunteers.

**Teaching Beginning Readers** (LIT). Campbell, Pat (2010). Alberta, Canada: Grass Roots Press. The introduction examines why one million adults have difficulty reading very simple text such as grocery lists. A compelling story about Clarence, a man who learned to read at the age of 93, is the example. The next section presents a list of ten principles for working with beginning readers. The primary focus of the manual is dedicated to describing 20 in-

structional activities for educators. The manual concludes with sample lesson plans, a resource list, and glossary.

**Train the Trainer Volume 1: Foundations and Delivery - The Basics to Becoming a Successful Trainer** (PM). Halls, Jonathan (2015). Alexandria, VA: ATD (Association of Talent Development). Volume 1 gives you the basics you need to get started. You'll hear from the experts on how to set up the best learning environments. Plus, you'll get dozens of presentation techniques you can use today! This collection is the first step for anyone who wants to get started in training.

**Train the Trainer Volume 2: Instructional Design and Implementation: The Tools for Creating a Training Curriculum**, (PM). Hodell, Chuck (2015). Alexandria, VA: ATD (Association of Talent Development). Train the Trainer volume 2 provides all the information you need to start creating great training curriculum. This volume includes the basics of Instructional Systems Development, course design & development, selecting learning tools, E-learning, and technical training.  
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**Train the Trainer Volume 3: Training Programs: Training for the New Reality** (PM) Rowe, Kim, Howell, Patrick, (2015). Alexandria, VA: ATD (Association of Talent Development). Volume 3 of Train the Trainer, Training Programs: Training for the New Reality, provides updates for trainers about modern mentoring, the virtual workforce, and the global economy, and gives trainers information about revamping their training and development solutions. The contents of this volume will get you started with facilitation and workshop skills.

**Train the Trainer Volume 4: Measurement and Evaluation: Essentials for Measuring Training Success** (PM). Gaul, Patty, Coppel, Caroline, Waagen, Alice K. (2015). Alexandria, VA: ATD (Association of Talent Development). Featuring essential new issues, Volume 4 gives trainers the tools to evaluate the success of their learning solution and explain the benefits of training to key stakeholders.

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### **Empowering Adults to Thrive at Work: Personal Success Skills for 21st Century Jobs**

(CP). Shechtman, N., Cheng, B., Stites, R., Yarnall, L. (March 2016) Menlo Park, CA: SRI Education. All adults need personal success skills to thrive in the workforce. This report focuses on the needs of working-age adults who struggle with chronic unemployment or underemployment and are striving to build a sustainable career. The overall purpose of this report is to support that endeavor. The goals are (1) to get the word out about the importance of personal success skills and the research that shows adults can develop them, (2) to provide guidance for navigating the complex landscape of research and practical knowledge about personal success skills, and (3) to present important and actionable steps for practice, research, and policy. This report emphasizes what psychologists call a "growth mindset" and is organized by a framework that integrates two holistic conceptualizations of personal success skills. The framework brings to light many promising research-based approaches to enhancing adults' personal success skills. Recommendations for practitioners, researchers, and policymakers were summarized at the end of the report. <https://www.sri.com/work/publications/empowering-adults-thrive-work-personal-success-skills-21st-century-jobs-report>

### **Integrated Education and Training Policy:**

**50-State Scan** (CP). Bergson-Shilcock, Amanda (December 2016). Washington, D.C. National Skills Coalition. Integrated education and training policies address the challenge of helping individuals who have basic skill gaps to qualify for middle-skill jobs. These policies encourage adoption of program models that allow people to develop or refresh basic skills. National Skills Coalition scanned each of the fifty states and the District of Columbia finding that eighteen states have adopted at least one form of integrated education and training policy. <http://www.nationalskillscoalition.org/resources/publications/file/Final-IET-Scan.pdf>

**Preparing English Learners for Work and Career Pathways, Issue Brief** (CP). Wrigley, Heidi (September 28, 2016). Pennsylvania State University: American Institute for Research - LINCS ESL PRO. This issue brief is a part of the LINCS ESL Pro suite of resources on Preparing English Learners for Work and Career Pathways. The purpose of this issue brief is to provide teachers and administrators with practical ideas and present a broad overview of considerations for connecting ELA to career pathways. It is intended to serve as an introduction to the topic of career-focused contextualized instruction that teachers and administrators can use as a springboard to additional in-depth resources on this topic. This brief describes program models designed to strengthen the alignment of adult education, employment, and skills training. The Instruction section outlines the skills that ELLs need to succeed at work and in postsecondary education and offers ideas for teaching practice.

Although this issue brief provides links to resources that help illustrate the current trend in career pathway services for ELLs, it is not intended to be used as an instructional guide. [https://lincs.ed.gov/publications/pdf/ELL\\_Context\\_Instruction\\_508.pdf](https://lincs.ed.gov/publications/pdf/ELL_Context_Instruction_508.pdf)

**Preparing English Learners for Work and Career Pathways, Companion Learning Resource** (CP). Adelson-Goldstein, Jayme (September 2016). Pennsylvania State University: American Institute for Research - LINCES ESL PRO. The Preparing English Learners for Work and Career Pathways: Companion Learning Resource (RE-SOURCE), is a collection of strategies, tools, lesson ideas, and tasks to support the creation of career-focused, contextualized, English language acquisition (ELA) instruction. There are also numerous links to follow, each an invitation to explore contextualized ELA instruction a little more deeply, helping you prepare your learners for the career pathways that match their goals. [https://lincs.ed.gov/sites/default/files/LINCES\\_CLR-1\\_508\\_0.pdf](https://lincs.ed.gov/sites/default/files/LINCES_CLR-1_508_0.pdf)

**Preparing English Learners for Work and Career Pathways - Professional Development Module** (CP) (September 2016). OVAE Contact: Suarez, Debra (Debra.Suarez@ed.gov). Washington D.C. OVAE. This site offers an interactive, self-paced online module to approaches, models, and instructional practices for linking immigrants who are not yet proficient in English to jobs and to career and technical training. The online module assists ESL teachers, administrators, professional development specialists, policy makers, and researchers answer questions like 1. What is meant by contextualizing English Language Acquisition (ELA) to career pathways 2. Which instructional strategies can help beginning ELLs to be successful and 3. How to apply this to your own work context. These professional development and lesson planning tools provide insight and tangible support for the work

that you do with and for adult ELLs. <https://lincs.ed.gov/programs/eslpro/preparing-english-learners-for-work-and-career-pathways>

**Ready for School! An Early Childhood Curriculum for Limited/Non-English Speaking Parents and Children Ages 3-4 (Early Literacy Project for Refugee Children)** (LIT). Bell, Caroline, Marbut-Ray, Jana Morrow, Karen (June 2016). Fort Worth, TX: Literacy ConneXus. The idea for this curriculum grew out of the recognition of the growing number of newly resettled refugee children who were entering Pre-Kindergarten or Kindergarten without the necessary skills to succeed. This resource provides 10 weeks of curriculum. The goal of the curriculum is to prepare the children and their families for early childhood (PreK and Kindergarten) classes in American schools. The program is designed to be used with a group of 8-10 children ages 3-4 who are not enrolled in school and their parents. The curriculum includes 5 target areas each week: 1. Reading, language and reasoning skills 2. Math skills 3. Motor skills 4. Social skills and 5. Parenting skills. <http://www.literacyconneXus.org/wp-content/uploads/2015/02/Ready-for-School-Curriculum-Guide-edited-by-me.pdf>

**Work-Based Learning in Action** (CP). Scott, Geri (July 2016). Washington, D.C. Jobs For The Future. A case study on the work-based learning position, The Industrial Manufacturing Technician Apprenticeship. The document tells the importance of the position in the manufacturing environment and how it has changed due to technology changes. The position requires higher level skill set and employers struggle to find individuals qualified to hire for this position. Thus the creation of the IMT program, a new type of Registered Apprenticeship, that meets the employers' need and is described in this paper. [http://www.jff.org/sites/default/files/publications/materials/WBL%20IMT%20Apprentice%20CS\\_062316](http://www.jff.org/sites/default/files/publications/materials/WBL%20IMT%20Apprentice%20CS_062316)

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