



# TEXAS Adult & Family Literacy QUARTERLY

## *Adult Education Responds to Workforce Needs with a focus on Rider 82*

### Adult Education's Role in Texas' Economic Growth

by **Barbara Tondre-El Zorkani**

By definition, adult basic education is tasked with providing the foundation knowledge and skills critical to adult learners seeking employment and career path opportunities. These same skills are fundamental to the six industry clusters identified by Governor Rick Perry as part of his long-term, strategic job creation plan for Texas:

1. advanced technology and manufacturing
2. aerospace and defense
3. biotechnology and life sciences
4. information and computer technology
5. petroleum refining and chemical products
6. energy

Building on research conducted in 1990 by the Secretary's Commission on Necessary Skills (SCANS), the National Institute for Literacy articulated the Equipped for the Future (EFF) Standards (2006) to further amplify what learners need to know and be able to do in their roles as workers, family members, and citizens. In the following illustration, EFF effectively captures the consensus reached by national stakeholders from education, business, and industry in terms of the "new basic skills and knowledge" required for the 21<sup>st</sup> century workplace:

### In This Issue

|   |    |
|---|----|
| Adult Education's Role in Economic Growth   | 1  |
| About This Issue—From the Guest Editor  | 2  |
| Overcoming Fear of Teaching Industry-Based ESL  | 5  |
| Successful Transitions  | 6  |
| Making the Case for Career Pathways   | 7  |
| Adult Technology Training for Individuals with Limited English Proficiency                              | 8  |
| Sales and Service: Is it a Workable Approach?   | 9  |
| The ESL Learning Community Workforce Model  | 10 |
| Northeast Texas Community College and Mt. Pleasant Even Start Collaborate for Student Workplace Success | 12 |
| Training Readiness: A Pathway to Sustainable Alignment of Adult Education and Higher Education          | 13 |
| Next Steps in Instructional Applications to the World of Work   | 14 |
| New Efforts to Bridge the Gap Between Adult Education and Workforce Education and Training              | 15 |
| Adult Education in Brownsville ISD Linked to Construction Electrician Journeyman's Exam                 | 16 |
| Lesson Plan: Speak Up and Get That Job!   | 17 |

*continued on page 3*

## About This Issue—From the Guest Editor

Dear Readers,

Welcome to the May issue of *The Texas Adult & Family Literacy Quarterly*. If you're like me, perhaps you may find yourself still adjusting to the new name for our quarterly publication, which was known for many years as *Literacy Links*. For some of us, it may take time to transition to the new name (shortened to *The Quarterly*), but one thing remains the same—and that is our goal to serve the adult and family literacy community in our state with relevant, timely and interesting articles and information.

In this issue we are featuring ESL Career Exploration and Workplace Literacy in Texas and how some of the Adult Education programs are integrating industry-related curricula into the regular classroom instruction. “We’ve Come A Long Way, Baby,” would be one way I would have to describe the list of activities since Texas LEARNS began its response to the Texas legislature’s 2005 “Rider 82” mandate to develop demand-driven workplace literacy and basic skills curricula for adult learners.

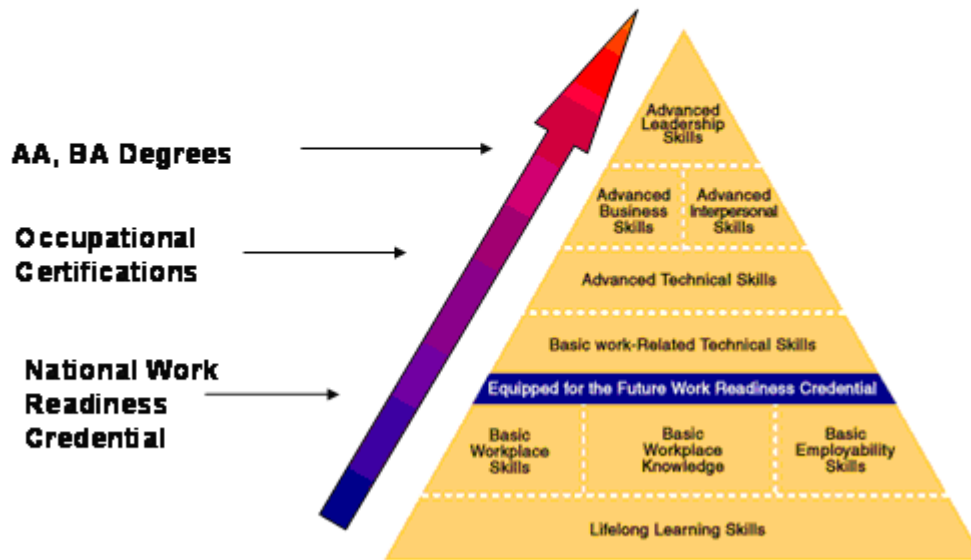
From May 2005 to date, adult education has indeed come a long way with this challenging initiative. Here’s the short chronological summary: Between November 2005 to February 2006, preliminary development began with El Paso Community College, Seguin ISD, and Trinity Valley Community College to develop modular responses to workforce-related instructional needs of adult learners with limited English proficiency for three industry clusters—healthcare, manufacturing, and sales and service. Subsequently, curriculum development teams worked tirelessly, and by August 2006 soft launches of healthcare, manufacturing, and sales and service curricular modules were held in Socorro ISD (El Paso) and Seguin ISD. Further revisions were made, and from April to August 2007, two pilots for each of the three industry clusters were initiated incrementally in six adult education programs across the state: ESC Region 1 (Lower Rio Grande Valley); Harris County Department of Education (Houston/Coastal); Northeast Texas Community College (Mt. Pleasant); El Paso and Socorro ISD (El Paso); and Seguin ISD (Central Texas). Revisions from the statewide pilots are currently in process, and should be complete by the time this issue of *The Quarterly* is published.

Join us now to learn how your fellow adult education colleagues and their programs are stepping up to the challenge of developing innovative ways to partner and collaborate with business and industry in their local communities, as well as partner with the local Workforce Centers and post-secondary institutions in offering career exploration opportunities to our limited English proficient (LEP) population. Annie Walker, who teaches at the Central Texas Technology Center in New Braunfels, shares her walk down memory lane—a walk that helped her overcome the fears of teaching manufacturing-based ESL. Taking the I-BEST model from the Washington State Board for Community and Technical Colleges, you will learn from David Borden and Nancy Meredith how Austin Community College has paired an ESL class with the Certified Nurse Aide (CNA) training course. Gaye Kendall with Harris County Department of Education will share her experience piloting the Sales and Service ESL curriculum—an experience that went from apprehension and reservation to total appreciation. David Joost explains how Houston Community College’s Adult Education program is beginning to experiment with Vocational ESL (VESL) models, connecting its adult education programs more closely to its occupational training programs, specifically the college’s basic electrician training and cosmetology programs. In my article, I encourage all programs to not be afraid to change the traditional look of the adult education classroom and to not let what seems like insurmountable obstacles get in your way of implementing industry-specific curriculum into the English language instruction. Recently the Texas Workforce Commission awarded four innovative projects that support the mounting need of businesses to recruit and employ job candidates from Texas’s growing multilingual workforce. Those awards went to the Alamo Community College District in San Antonio, the San Jacinto Community College District, the Harris County Department of Education Adult Education Department, and the Greater Austin Area Workforce Board. For more information on how your program can become involved, see the information provided by Texas Workforce Solutions.

I hope this issue of *The Quarterly* will be an encouragement to all—from students, to teachers, to educators from all institutions, and to the Workforce Centers. As Barbara Tondre-El Zorkani, has often said, “Our well-being is closely tied to future generations of children who will surely be left behind unless their parents’ family, community and work-related literacy needs are addressed by Adult Education.” See other useful articles, by Barbara, throughout this issue. I believe Adult Education in Texas is responding in a progressive and aggressive way to meet these growing demands.

*Christia Moore, Director  
Seguin ISD Adult Education Program*

# Work Readiness A Common Foundation for Employability



Used with permission of Equipped for the Future at the Center for Literacy Studies, University of Tennessee: <http://eff.cls.utk.edu/workreadiness/default.htm>

Texas LEARNS has drawn on this same national standards-based framework in developing the *Texas Adult Education Content Standards and Benchmarks*. The EFF framework is linked to the three primary roles that motivate adult learners to continue their education: their roles as family members, workers, and community members.

The common foundation for adults seeking career path opportunities and gainful employment is a desirable outcome shared by adult education as well as business and industry:

| Basic Workplace Skills  | Basic Workplace Knowledge   | Basic Employability Skills  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Reads with Understanding</li> <li>• Listens with Understanding</li> <li>• Writes Clearly &amp; Concisely</li> <li>• Speaks Clearly &amp; Concisely</li> <li>• Observes Critically</li> <li>• Use Technology</li> <li>• Locates and Uses Resources</li> <li>• Applies Mathematical Concepts for Reasoning &amp; Operations</li> </ul> | <ul style="list-style-type: none"> <li>• Applies Health &amp; Safety Concepts</li> <li>• Understand Process &amp; Product</li> <li>• Demonstrates Quality Consciousness</li> <li>• Understands finances</li> <li>• Works within Organizational Structure &amp; Culture</li> </ul> | <ul style="list-style-type: none"> <li>• Works in Teams</li> <li>• Solves Problems</li> <li>• Makes Decisions</li> <li>• Demonstrates Effective Interpersonal Relations</li> <li>• Demonstrates Self-Management Strategies</li> </ul> |
| <p><b>Lifelong Learning Skills (Knows How to Learn, Manages Change, &amp; Applies New Skills &amp; Knowledge)</b></p>   |   |   |

continued on page 4

### *Adult Education's Role...continued from page 3*

Adult educators increasingly teach language and basic skills as a means to an end - to help prepare students for success in the workforce and their communities. While many practitioners already integrate workforce and life skills into their curricula through learner-centered instructional strategies and classroom management techniques<sup>1</sup>, the growing need demands additional attention.

When the National Association of Manufacturers surveyed its membership in 2005, nearly half of its members indicated that fifty percent of their employees lacked basic employability skills (attendance, work ethic, timeliness). Forty-six percent of those responding to the survey reported inadequate problem-solving skills among their employees, and 36 percent raised concerns about insufficient reading, writing, and communication skills.

With two-thirds of our 2020 workforce already beyond the reach of the K-12 system, we can not meet employers' demands for a skilled workforce unless more adults are able to gain marketable post-secondary credentials<sup>2</sup>. Currently, a significant percentage of the state's workforce does not have access to a continuum of education, career pathways and employment opportunities.

The tremendous need for basic skills, improved literacy, and access to career pathways raises alarms when one examines entry-level employment opportunities in the six industry clusters identified in Governor Perry's strategic plan for future economic growth. For example, concerns voiced by the state's petrochemical industry provide a poignant example of what this means: the current pool of workers will not be able to fill the positions vacated by the skilled boomer generation unless career paths and opportunities to gain marketable post-secondary credentials are linked to adult education. For the first time in its history, the petrochemical industry is taking a close look at the potential of workers with limited language and literacy skills. Industry's safety concerns and quality issues have historically barred many of these workers from accessing career path opportunities even though the industry recognizes their potential. The need to "grow their own" from within the workforce has reached critical mass among industries that rely on large numbers of low-skilled workers to support their professional level employees and advanced technology. Secondary and tertiary suppliers articulate similar concerns about "growing their own."

Texas LEARNS continues to explore ways to assist Texas in tapping the potential of this segment of its workforce and ensuring that these individuals gain entry to the pipeline of gainful employment. Adult education in Texas plays a pivotal role in the state's ability to increase its economic competitiveness and widening the benefits of prosperity. Its successful response to the state legislative mandate, Rider 82<sup>3</sup>, to develop industry-related curriculum for adult learners has yielded the following:

- 30 products scheduled to be complete and available for dissemination in April 2008; these products introduce adults with limited English language proficiency to the language, literacy, and employability skills entry level workers need to be able to succeed in the workplace. The products focus on three industry sectors: healthcare, manufacturing, and sales and service;
- Two guides developed to assist adult education program administrators and instructional staff in the planning and delivery of workforce-related instruction (*Charting a Course: Responding to the Industry-Related Adult Basic Education Needs of the Texas Workforce, Handbooks 1 & 2*);
- Opportunities for volunteer programs to receive specialized technical support in exploring partnerships and instructional options for workforce-related instruction.
- On-going development of learning strategies that address the work domain as part of the Texas Adult Education Content Standards and Benchmarks;
- *SHOP TALK*, a series of informative releases intended to address issues, concerns, and questions related to meeting the educational needs of Texas' emerging, incumbent, and displaced workers;
- *WorkforceLit* listserv developed in collaboration with the Texas Higher Education Coordinating Board and the Texas Workforce Commission.

Texas LEARNS will continue to explore entry-level employment and career path opportunities for its adult learners in the six industry clusters identified by Gov-

ernor Perry. This effort includes a focus on industry-specific occupations that lend themselves to inclusion in a bridge model that integrates adult basic education and occupational training.

### About the Author

Barbara Tondre-El Zorkani holds an M.A. in Teaching English to Speakers of Other Languages from the University of Texas at San Antonio. She also holds a Developmental Education Specialist Certificate from the Kellogg Institute, Appalachian State University. Barbara has taught ESL, EFL, and VESL on four continents and specializes in workforce-related literacy issues and transition to post-secondary education

and training. She is the author of a number of related publications developed for adult educators, and provides technical assistance through a Texas LEARNS contract.

### Endnotes

- 1 Study Circle on Preparing Adult English Language Learners for the Workforce, November 2007, CAELA Guide for Adult ESL Trainers
- 2 Policies to Promote Adult Education and Post-Secondary Alignment, Strawn 2007, Center for Law and Social Policy. Prepared for the National Commission on Adult Literacy
- 3 79<sup>th</sup> State Legislative Session, May 2005

## Overcoming Fear of Teaching Industry-Based ESL by Annie Walker

When I first thought about teaching an industry-based curriculum, I asked myself, “What do I know about industry?” The answer was, not very much! I knew basic accounting, business math and a little about economics. What should I care if some people wanted to get a job? Let them work at it. You really don’t have to do this, I told myself. You’re supposed to be retired and taking it easy. Remember?

Yes, I remember. I remember about ten years ago I was checking out my groceries at Costco in Santa Clara, CA, when the checker said to me, “Hi, Teacher, remember me? I’m Fernando. You were my first teacher. Now I study English at City College. I make X per hour here at Costco. I couldn’t speak any English, but you teach me!” Around that same time, I was in the habit of going to Burger King once a week for a Whopper (99 cents back then—what a bargain!). One day the server said, “You don’t remember me, teacher. I’m Estella.” Recognition did come to me at that moment. She had wanted to study more in Mexico but her family didn’t have the money to help her, so she came to the United States with her sister. “I’m the assistant manager now, and I am studying business and English at West Valley College.” Another time I was about to start my evening class when a young woman approached me. She introduced herself as Jiang and her companion, as her cousin. She then said, “I want her to be in your class. I know she will learn English in your class. I was your student six years ago and now I am a dental assistant.” The first thing I could think of was “Wow! How wonderful but you must give yourself credit, too,” was my reply. I added, “Please tell your

story to the class. It will be a morale booster for them.”

I don’t believe a teacher can find such joy or gratitude in any other area of education, and it is because of those memories that I decided to accept the challenge to pilot the manufacturing ESL curriculum that was developed under the Education Rider 82 initiative. All immigrants want to “make it in the USA.” They want to learn English to get a leg up in the job market. As teachers, we must find a way to help them. This is the legacy of the USA—to help its people, immigrants, all, from every corner of the world.

The manufacturing ESL curriculum does just that. It helps people learn English and provides them with an opportunity to get a job in the field of manufacturing. The ESL teacher should, therefore, not be afraid to implement this curriculum. The teacher’s lesson plan book clearly guides even the novice teacher in a step-by-step format through each activity. It provides background knowledge and even the words to say to introduce and teach every activity so that the lesson flows from the objective, to the review, to the assessment.

The experienced teachers will find many of the tried-and-true ESL techniques included in the lesson plan book as well as some very clever techniques that they have never seen before. I had worried about the background knowledge in manufacturing, but I needn’t have. The authors have provided such excellent information. This was very well communicated to the student in the readings, dialogues, and writing activities

*continued on page 6*

### *Overcoming Fear...continued from page 5*

for the students. Somewhere I have read that good curriculum begins with good content. The manufacturing ESL curriculum certainly has that. The first time you teach this curriculum, you probably will read the Teacher's Lesson Plan book a couple of times, but slowly and gradually, the pieces fall into place and the "big picture" emerges. There is fear in everything that is unknown, but this curriculum has been so well designed and written that nothing has been left to chance. There is guidance every step of the way.

The four modules that I taught in the June-July 2007 pilot were:

- The Manufacturing Industry
- Equipment, Tools and Workstations
- Safe Working Environment
- Quality Control and Improvement

In addition to the ESL piece, each lesson has three other components—a Math component, a Technology component, and an Employability component. These components are mini-lessons which teach simple mathematics, technology skills and employability skills.

The program has a Training Notebook with many extras. There is a scope and sequence chart and as-

sessments for Math and Technology. There are guides on the methodologies used for phonics, grammar, reading, fluency and TPR. In addition to the assessments for each objective of the lessons, there are rubrics to help the teacher with further evaluations. These rubrics include a Running Reading Record for comprehension and pronunciation, Oral Communication for fluency, and Written Communication for grammar and punctuation.

The program lends itself to making a trip to a job fair or having employers visit the classroom. We did both of these. Of the nine who finished the course, only two did not get a job within a short time. One student had a baby and the other felt she wasn't ready to work yet. That's a very good return on an eight-week investment of time in class. In closing, I encourage teachers to not be afraid to tackle the curriculum. Don't let fear of the unknown stop you!

### **About the Author**

Starting her fourth year with the Seguin ISD Adult Education program, Mrs. Annie Walker teaches manufacturing-based ESL at the Central Texas Technology Center in New Braunfels. She holds an M.A. in Elementary and Secondary Education, and has over 12 years' experience teaching adult education in California. Prior to teaching adults, she taught preK through eighth grade in Scotland, New Jersey and California.

## **Successful Transitions** by Barbara Tondre-El Zorkani

For adult educators in Texas, a recurring challenge is building program capacity - without additional funding - to provide the foundation skills that prepare learners for successful transitions into post-secondary education and training. The opportunity to develop effective bridge programs that integrate adult and post-secondary education and training components has never been better. Two other stakeholders play crucial roles in preparing Texans for success role in the state's economic growth and development: the Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC). THECB is the most likely route for adult learners seeking to continue their education. TWC administers funds that can defray the costs of post-secondary education and training. It is also the link to the business sector.

Currently, twenty-four community colleges in Texas serve as fiscal agents for adult education programs.

In addition, many of the state's other providers have strong community college partners or affiliations. However, this alone does not solve the problem. College faculty must actively engage the adult learners and help them to cross the threshold into the college experience. Legislation passed by the 80<sup>th</sup> State Legislative Session (Identified as Rider 50 by THECB and as Rider 77 by TEA (Texas Education Agency) calls for the alignment of adult basic education and post-secondary education in order to increase the number, success, and persistence of students transitioning to post-secondary education. The legislation identifies the THECB as the lead agency in developing and implementing immediate and long-range coordinated action plans to align the programs and address at a minimum the following:

1. outreach and advising
2. assessment, curriculum, and instruction

3. persistence interventions
4. state level accountability systems to monitor performance
5. service provider level performance measures and program evaluation
6. standards to enhance data quality and sharing among state agencies and service providers
7. survey of students and service providers to identify other structural issues and barriers
8. grants (including federal and other funds) to maximize effective use of limited General Revenue funds

TEA and TWC are required to assist in assessing the current and future demand for adult education in Texas, the types of programs and instruction necessary to serve current and projected future populations of adult learners, and the social and economic outcomes

of providing varying levels of adult education services in Texas. The state's Workforce Literacy Resource Team, established in 2005 as a response to the Workforce Development System's Strategic Action Plan, will continue to play a vital role in bringing state level representatives together to address four key strategies:

1. Using collaborative planning in designing programs for adult education learners' transitions to college level studies and technical training
2. Increasing service options to particular segments of the customer population
3. Increasing employers access and utilization of industry sector approaches
4. Providing intensive professional development for those tasked with serving those most in need

## Making the Case for Career Pathways<sup>1</sup> by Barbara Tondre-El Zorkani

Career pathways typically comprise an integrated, articulated continuum of programs and services designed to prepare high school students and/or working adults for employment and advancement in targeted industry sectors, fields, and occupations. Career pathways provide opportunities for:

- Development of core academic, technical, and employability skills
- Continuing Education and Training
- Placement in high demand/high opportunity jobs
- Vertical and horizontal movement in a career field.

Pathways may also include "wrap around" support services based on the needs of participants: tutoring, career counseling, case management, child care, transportation, financial assistance, and job placement.

It makes good sense to tie the available public resources of education and workforce training to the industry clusters identified by Governor Perry. This represents a change from workforce development programs that focus on getting disadvantaged workers a job – usually at entry level. But training efforts usually stop once the individual is employed, and employers rarely focus their training resources on workers at the entry level. This creates a gap in the pipeline.

While many public and private agencies and systems train workers, too rarely do they work together. By

working on parallel tracks rather than together, they limit their reach. Mistakenly, many workforce development programs develop their own training strategies with private and proprietary schools and bypass adult education and community colleges. On a similar note, neither an adult basic education by itself nor a limited number of college level courses provide much benefit in terms of enhancing employment or earnings.

The potential for community colleges to serve as a pathway for low-skill adults to college and career path employment is begging to be explored. Across the nation, several projects are underway to develop policies and procedures supporting this potential. These initiatives include the Ford Foundation's Bridges to Opportunity project and the National Governor's Association's Pathways to Advancement project funded by the Lumina Foundation for Education.<sup>2</sup>

The career pathways approach seeks to bridge the gaps in our education system and forge stronger connections between employers and industry associations, community-based partners and economic development, workforce training and social service agencies.

### Endnotes

- 1 Career Pathways Toolkit, Community College Bridges to Opportunity. [www.communitycollegecentral.org/careerpath](http://www.communitycollegecentral.org/careerpath).
- 2 Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Statewide Longitudinal Tracking Study, adapted from the Tipping Point research conducted by the Community College Research Center, 2005.

The Texas Workforce Commission is pleased to announce the award of four innovative projects that will support the mounting need of businesses to recruit and employ job candidates from Texas' growing multilingual workforce. Projects will match Texas businesses that are facing critical skill shortages with customized work-based English as a Second Language training in high demand occupations.

- **The Alamo Community College District** in San Antonio will implement a bilingual occupational training program that will increase the number of qualified and skilled limited English proficient workers in production worker, certified nurses assistant, and dietetic food service supervisor occupations. Employers that will provide job shadowing positions, on-the-job training, internships, and employment opportunities include Reyes Automotive Group, Curtis Maruyaso America, Toytotesu Texas, Vutex, Inc., Trisun Care Center, Air Force Villages 1 and 2, Golden Manor Jewish Home for the Aged, University Hospital, and Nix Hospital.
- **The San Jacinto Community College District** will partner with Etech, Inc., a global business process outsourcing business, to train bilingual customer service representatives with the skills necessary to fill bilingual customer service positions at the company's recently selected Pasadena site. The project will target individuals with a sound command of written and spoken Spanish, who can provide quality customer service in Spanish but who require the English language development necessary to effectively navigate English language data entry systems and provide customer service in English to client family members who may not be Spanish speakers. This project will focus on the Gulf Coast Workforce Area service area.
- **The Harris County Department of Education Adult Education Department** will implement a bilingual occupational training program that will provide LEP workers with employment opportunities in the petrochemical construction industry. Business partners include Shell Oil, Lyondell-Citgo Refining, Becon Construction Company, Ref Chem, Zachary Construction, and Marek Brothers Systems. Business associations and education providers that provide specific program implementation components include the Houston Business Roundtable, National Center for Construction Education and Research, Associated Builders and Contractors, The Houston Area Safety Council, Literacy Advance of Houston, and San Jacinto College, Central Campus.
- **WorkSource - Greater Austin Area Workforce Board** will partner with Seton Family of Hospitals, St. David's Healthcare, Austin Capital Area Dental Society and Austin Community College to provide vocational ESL, language instructional support and occupational training for Administrative Assistant and Dental Assistant occupations in the Capital and Rural Capital workforce areas. Training will address increasing local business demand for bilingual staff in demand occupations.

Texas is rapidly becoming more diverse, and the state's future workforce requires adult education solutions that lead with innovative instructional approaches and respond to rapidly evolving business climates. For more information on these projects, contact Texas Workforce Commission at 512-936-0425.



# Sales and Service: Is it a Workable Approach?

## by Gaye Kendall

In the summer of 2007, I was asked to pilot the Sales and Service ESL curriculum developed by El Paso Community College in response to Rider 82. The curriculum consisted of 200 hours of instruction in work-related ESL, Math, Technology, and Employability/Problem Solving. There were four modules, each containing five lessons with each lesson being approximately ten hours for a total of 50 hours per module. In addition, each lesson contained assessments to use for each student. The class was twenty hours a week for three months. The lesson plan was based on a Five-Step Model for teaching. This model consisted of the Initial Inquiry to introduce the topic, the Learning Activity to reinforce the topic, the Language Experience to increase student competence in written and oral skills, Reading in Context to increase student confidence in reading, and a Home Activity to apply skills outside the classroom.

After the two-day training on delivery of the curriculum and assessments, I had reservations that I would be able to finish in twenty weeks and more importantly do a quality job without rushing through the material. While I was thrilled to have such comprehensive curriculum, I also thought that the material might be too advanced for the low level ESL students and the lessons would become more challenging as time went on. These students were not accustomed to having such a detailed structure and if they missed a class there would not be time to go back and catch-up. I was anxious to see if my reservations would be warranted.

The class began with eighteen students and each student was given their own large binder containing all the modules complete with color graphics. They also were given a list of Spanish cognates. Spanish cognates are words that exist in two languages that are spelled exactly or almost the same way and have the same meaning. At first, during the initial inquiry and reading segments, I pointed out the cognates. Soon, some of the students were recognizing the cognates and it became a game to see who could identify the cognates first.

The students loved the learning activities which entailed making posters. The first poster went well over the time limit but it was fun to see them engaged in

trying to find pictures of perishable, durable, and consumable products.

The technology lessons were difficult for me as a teacher because the students had such different computer capabilities. The print versions of the student technology lessons were too long and challenging for most of the students to follow; however, they were able to follow along by looking at the projected image of the lesson.

I thought the math would be too difficult for some, but to my surprise, the majority of the students had no problem with the math when it was explained and example problems were worked.

The students had the most difficulty with the employability/problem solving. Most students were not able to grasp the particular concept without repeated explanation and then some students were still lost.

The first lesson was completed in a week and a half, which was longer than anticipated; however, the students and I were working our way through the five-step model and the accompanying assessments and it took time to adjust to this new model. I was pleasantly surprised by the reaction of the students in the first few weeks to the curriculum and assessments; they were enjoying it and exceeding my expectations. My concern about the vocabulary and content being too difficult was beginning to diminish; however, I was concerned about the length of time the first lesson had taken. Once the students got accustomed to the model, it became easier to go through the lessons. Each lesson took a little less time, and we were on the last lesson when the class ended.

The class had begun with eighteen students and ended with fifteen. I was pleased with the retention. The students probably worked harder than they have ever worked in an ESL class, and they were rightfully proud of themselves. When several of the students were interviewed by TCALL on the last day of class, all of the students interviewed said that they would recommend the class to others. They also wanted to know if there were other curriculums that were job related. It was clear to me from their comments that

*continued on page 10*

**Sales and Service...continued from page 9**

there is a great need and desire on the part of the students to have job related ESL programs.

Over the course of the program, I came to appreciate the value of the curriculum because it gave the students a very well-rounded approach to preparing for a job. They were exposed to specific work vocabulary, work related situations, and critical thinking skills which are so important in the work environment. In my opinion, Rider 82 is a very workable approach.

The pathway to success with workplace initiatives is to have first-rate, job-related curriculum, complete management support, and dedicated students. I was privileged to have them all.

**About the Author**

Gaye Kendall is employed by Harris County Department of Education. She is currently working in the Career Awareness Development Program. She has worked in adult education for seven years. She has a B.A. degree from Our Lady of the Lake University.

## The ESL Learning Community Workforce Model by David Borden and Nancy Meredith

In Austin, the problem for our students isn't so much about finding employment, but rather, finding better employment. Our Adult Education ESL program has always been focused on improving English and work readiness skills. Our EL/Civics program has the added component of citizenship preparation. Upon completion of these programs, we transition students into ABE/GED or higher level ESL classes offered at the college. What our students needed was a third option: a sustainable workforce option.

Austin Community College's (ACC) Continuing Education Department offers a wide variety of workforce courses, but these courses were all designed for native speakers of English, and when our students attempted these training programs, they encountered great difficulties. We decided to create a learning community (a pairing of an ESL class with a pre-existing training course), using the I-BEST model from the Washington State Board for Community and Technical Colleges (see their Research Report No. 05-2 for more information). We decided to pilot this model using the Certified Nurse Aide (CNA) for two reasons:

1. Continuing Education reported that non-native speakers of English had an interest in the CNA program, yet lacked the English skills to be successful.
2. The CNA course equips students with basic medical skills, prepares them for the state certification exam, and acts as a launching pad to other medical training and careers.

**The Basic Model**

We structured our ESL/CNA Learning Community so that classes alternate between ESL class and the first

of the two CNA courses (see Figure 1). Students take the first course as a cohort; the CNA course is not altered from the version offered to the native speaking population, except for the addition of the ESL support class. However, the second course in the series, the clinical class, has no ESL support for students. Non-native English speaking students must register for that class with the general population. Our rationale for providing no ESL assistance for the clinical portion of the program is two-fold:

1. Students will be working with residents in a long-term care facility and must be able to communicate with them.
2. Having completed the first course with ESL support, students are ready.

| Mon. | Tues. | Wed. | Thurs. | # of Weeks |
|------|-------|------|--------|------------|
| ESL  | ESL   | ESL  | ESL    | 1          |
| CNA  | ESL   | CNA  | ESL    | 8          |
| CNA  | CNA   | CNA  | CNA    | 1          |

FIGURE 1. Schedule of classes over 10-week period.

**Curriculum**

ESL students need support in two areas in order to pass the state certification exam: (1) CNA content and (2) oral communication. In the regular CNA course, students are expected to read the textbook and complete workbook exercises largely on their own. Such a task is extremely difficult, even for advanced English language learners. ESL students need a great deal of assistance with interpreting the textbook and becoming accustomed to the language of multiple-choice test questions. Surprisingly, the greatest obstacle is not the medical vocabulary, but commonplace words

such as *promote*, *refuse*, and *avoid*. Discussion of the textbook material and practice test questions helps identify and clarify unsuspected problem vocabulary as well as reinforces students' grasp of content.

The second area of the curriculum consists of oral communication activities designed to promote conversational fluency. A CNA must carry on constant oral communication with the people they are working with. Not only must they explain procedures they are doing, but their role also includes that of active listener and conversation partner. In a collaborative relationship with the CNA teacher, the ESL teacher follows up the introduction of new CNA skills with communication activities and role play.

### Outcomes

The first offering of this learning community enrolled six students. All but one completed the course and most either found work in the profession or enrolled in further medical training at ACC. We enrolled eight students in the second offering, and 11 in the third.

As a result of our success with this model, ACC and WorkSource (Capital Area Workforce Development Board) were awarded one of four statewide Vocational ESL (VESL) grants. With the VESL grant, we launched a 16-week intensive ESL/Administrative Assistant program and a one-year intensive ESL/Dental Assistant program. In our regular Adult Education ESL classes, we will be piloting two workforce ESL courses: ESL for the Health Professions and ESL

for Business and Technology.

### Conclusions

ACC has chosen to actively pursue workforce programs for its ESL students. To that end we have initiated and cultivated relationships with important content experts. In our case we actively pursued partnerships with our Department of Continuing Education and WorkSource. Programs not affiliated with a community college may have more difficulty finding and creating partnerships with training providers; however, the growing body of evidence shows that when these programs are planned and executed well, they benefit all stakeholders.

### About the Authors

David Borden is an experienced teacher, curriculum developer, and program administrator. He has worked in academic, tuition-based, and grant-based ESL programs here in the United States and abroad. He holds a Master's Degree in ESL. He currently works as the ESL Coordinator for the Division of Adult Education at Austin Community College.

Nancy Meredith has taught EL/Civics in the Adult Education Department of Austin Community College for the past four years, in addition to teaching the ESL-CNA course. She holds an M.A. in speech from Northwestern University and a B.A. with Honors from the University of Texas at Austin. She is currently a candidate for the Adult Education Teacher Credential and is Sociopolitical Concerns Chair for TexTESOL III.

## A Workforce Literacy Milestone

Texas Education Agency/Texas LEARNS, the Texas Workforce Commission (TWC) and The Texas Higher Education Coordinating Board have worked steadily for more than four years to develop integrated, employment and post-secondary opportunities for Texas adult education students.

TWC congratulates Elma Ramirez, an ESL instructor at Harris County Department of Education (HCDE) for showing leadership and blazing a trail for others to follow. Elma was recently certified as a National Center for Construction Education and Research (NCCER) certified Core Curriculum trainer, making her the first adult education instructor known to have pursued and achieved this certification.

This move is significant. The discussion of system integration happens on many levels: state agency, local service, curriculum, etc. But it is at the instructional level where integration is perhaps most meaningful. Elma is now positioned to provide her students with a unified vision of instruction that integrates industry related subject matter with English language learning, a service to students that usually requires not only separate instructors, but usually separate institutions.

Janel Baker, the program director at HCDE, was instrumental in facilitating Elma's pursuits as part of that adult education program's continuing effort to make adult basic education more effective in meeting industry's critical workforce needs.

For more information on these projects, contact Texas Workforce Commission at 512-936-0425.

# Northeast Texas Community College and Mt. Pleasant Even Start Collaborate for Student Workplace Success by Jeanni Pruitt

In the fall of 2008 Northeast Texas Community College (NTCC) Adult Education program participated in the Rider 82 ESL Workplace Pilot with Mt Pleasant Even Start. NTCC's Adult Education program has collaborated with Mt Pleasant Even Start program for over twelve years in providing the adult education component to their Even Start program. This long term partnership has been successful on many fronts including the Rider 82 workforce readiness pilot.

The rationale for our participation in the pilot was that many of our parents were lacking the skills necessary to be competitive in the workplace, even in entry level positions. We were more than willing to incorporate a curriculum that would provide our students with skills that could empower them to be successful in searching for, obtaining, and retaining a position in the local workforce. The desire for independence and self sustainability was a goal identified in by the students in the orientation process.

The Even Start classes meet four days a week from eight in the morning until twelve noon which was a perfect setting for the Pilot's curriculum design. One aspect that was somewhat unique to our situation is that we "Team Teach" and each of us teach specific courses in our areas of expertise. It took some creative planning to determine who would teach what, but once that was addressed, we were off and running. And I do mean off and running. Initially, one of our concerns as instructors was, will the students still make the necessary gains and completions when it is time to progress test? We didn't want to jeopardize the overall success of the program. Fortunately, there was little need for concern; the pilot addresses math skills, written and oral communication, and technology and workplace skills. In fact the more time we spent with the curriculum, the more we felt it was meeting a number of needs: the changing needs of business and industry in the 21st Century in Texas, basic literacy survival skills, math and technology knowledge, critical thinking, as well as other immediately transferable skills needed by the underemployed in Texas.

What did the students think of the Rider 82 ESL pilot? The students who are participating in our Even Start program want to be successful and want their children to be successful and for that to become a reality you have to have a vision and be results-oriented. Some were very concerned that we might compromise the focus of reaching **their** personal educational goals and end up wasting time. It didn't take them long to realize their time was well spent, the only difference being the means to achieving their goals had an employment driven focus. Additional components enjoyed by the students were dressing for a job interview with less that \$10.00 with the help of a Goodwill Industries fashion show, mock interviews by professional human resources personnel from local business and industry, time management training, and enhancement of technology skills.

What did we learn? We learned the value of partnering in the community to prepare the students by providing them with basic job skills, behavioral characteristics required for immediate success in the job market while continuing to meet their desire to learn the English language and to improve their quality of life and ability to integrate successfully in the local community. Providing instruction using a workplace focused curriculum did not negatively impact gains or completions required to determine a programs success based on NRS standards of reporting. Last but certainly not the least, it reinforced the value and need for Lifelong learning.

## **About the Author**

Jeanni Pruitt has taught in all areas of Adult Education in the Northeast Texas Community College Adult Education program for the past fourteen years, in addition to providing professional development training for the East and North Region GREAT Centers. Jeanni is currently a trainer for the East Region GREAT Center's Multi-level Instruction ESL Pilot. She holds an M.S. in Education specializing in the area of curriculum, instruction, and assessment graduating with Honors. Jeanni was the 2000-2001 TALAE Full-time Teacher of the Year.

# Training Readiness: A Pathway to Sustainable Alignment of Adult Education and Higher Education

by David Joost

## ***Vocational English as a Second Language (VESL)***

A number of Vocational English as a Second Language (VESL) models have been put forward recently in an effort to address the demand by employers for workers that meet their standards and requirements for employability. These include models that use two teachers, one responsible for language training and the other responsible for skills training, in the same classroom. Others link traditional ESL classes to skills training as a support service and occur during the skill training period but separately from the skills training. Both of these models have significant drawbacks regarding expense, duplication of funding, and conflicting performance measures—not to mention the logistics of managing faculty, curriculum and scheduling of such exploratory efforts. Complicating further the advancement of training for second language learners are these governmental restrictions placed on publicly funded post-secondary institutions.

1. Publicly funded Adult Education programs are prohibited from delivering instruction in any language other than English.
2. Publicly funded post-secondary semester credit education, excluding foreign language course work obviously, must also generally be delivered using an English only model.
3. Publicly funded Adult Education programs may deliver basic education and ESL only and are prohibited from delivering skill training.
4. Publicly funded educational institutions may not “double dip” funding source by reporting student VESL activity that occurs simultaneously such as when skills and language training are taught by two teachers in the same classroom.

These restrictions are real but they are not insurmountable, and creative training service providers across the country are crafting VESL models that meet the intent and letter of the law while successfully accelerating and compressing the training experience of second language learners.

## ***Training Readiness***

Much has been written about college readiness but little if any notice has been given to methods for engaging second language learners in skill training programs. More scarce still, are financially viable models that open skill training to second language learners. To address this situation, Houston Community College (HCC) has begun to experiment with VESL and connecting its adult education programs more closely to its occupational training programs. Two VESL models are under consideration and practice at HCC. These models are designed to be (1) financially sustainable, (2) logistically manageable and (3) capitalize on existing strengths of the institution’s training programs and partnerships.

The Independent Electrical Contractors (IEC) conducts the largest approved Apprenticeship program that is associated with the college’s workforce training department. The IEC is engaged with the HCC Adult Education program to explore a readiness model that adapts the basic IEC training curriculum for English language learning purposes. The college’s faculty, paid by the Adult Education program, teaches second language learners to speak, read, write and understand English based in the context of the IEC basic electrician training curriculum. The college faculty does not teach electrical concepts or skills associated with electrical craft. Students must still complete the IEC skill training curricula under the guidance of IEC faculty, but because of their VESL experience, the students are more likely to be successful because of their increased familiarity with the IEC curriculum and because of their improved English proficiency. This Training Readiness model differs from traditional workplace literacy because it helps second language workers enter and be more successful in their organization’s training opportunities and does not simply train them to communicate more effectively in English using the organization’s environmental text. This model is highly sustainable because it complies with the restrictions on training providers described earlier and connects a population in need of ESL with Adult Education services. This model can result in a high retention rate that benefits the Adult Education program and improves the capacity of the IEC to attract and

*continued on page 14*

Training Readiness...continued from page 13  
 train electrician apprenticeship candidates.

HCC is also engaging its traditional training program in a VESL model that connects Adult Education ESL services to its workforce training programs. At the HCC Eastside Campus, the Adult Education program is collaborating to improve the training readiness and success of the college's Cosmetology students who are second language learners. Unlike the IEC model, the same college Cosmetology faculty teach both skill training and ESL. Like the IEC model, the skill training and VESL occur at separate times. Like the IEC model, the ESL curriculum is delivered in a skill training based context but no Cosmetology skills are taught during the student's VESL experience. This model has an added benefit for the Cosmetology students in that they accumulate required clock hours for licensure even when attending VESL classes. All VESL hours are reported only to Texas Education Agency for adult education funding purposes, and all Cosmetology skill training hours are reported only to the Texas Higher Education Coordinating Board. Cosmetology faculty

agree to be trained as ESL instructors and meet the requirements for professional development and teacher qualification.

To meet their desperate demand for workers, employers are modifying significantly their requirements for English language proficiency and moving toward hiring more bilingual frontline supervisors. To capitalize on this demand for workers, community colleges are exploring new ways to open access to training programs for second language learners. VESL has shown to be an effective method of increasing the pool of candidates for the workplace, and the enthusiasm expressed by both the Independent Electrical Contractors and HCC Cosmetology program for VESL clearly points to the potential for expansion of these models to additional training programs at the Houston Community College and other training institutions.

**About the Author**

David Joost is the Director of Adult Education Programs at Houston Community College. He can be reached at david.joost@hccs.edu or (713) 718-8379.

**Next Steps in Instructional Applications to the World of Work**  
 by Barbara Tondre-El Zorkani

The Texas Adult Education Content Standards and Benchmarks, Equipped for the Future's Standards Framework, and the SCANS Competencies provide us with a continuum, guiding us through the corridor of time, and reinforcing the principle that lifelong adult learning is not about content knowledge (what people know) but rather process knowledge (what people do and how they do it). All three insist that basic communication, interpersonal, and thinking skills (such as problem solving, making inferences, and predicting outcomes) are critical to any quality adult education curriculum. Often embedded in instruction, these skills can be emphasized and the relevance to workforce or community made more explicit.

The adult education classroom is a natural place to begin developing workforce and life skills. In addition, the advent of the Texas College Readiness Standards (CRS) have implications for adult education. The legislative charge has a familiar ring: to specify what students must know and be able to do to succeed in entry level courses offered at Texas' postsecondary institutions.

ESL instructors in particular have long recognized that language learners perform best as they develop skills that allow them to function as active, creative, and self-directed problem solvers who can work effectively on their own and with others. For example, many ESL instructors are highly skilled in creating a learning environment that simulates situations in the "real world." Likewise, those delivering basic skills, literacy, and GED instruction who survey their learners' needs and interests incorporate into instruction opportunities for individuals to develop the knowledge and skills needed to function successfully in their families, communities, and workplaces.

| Classroom Activities to Build Workforce Skills                                      |
|---|
| Simulations<br>Cooperative learning activities<br>Project-based learning<br>Surveys |
| Classroom Management Techniques to Build Workforce Skills                           |
| Agenda<br>Student responsibilities<br>Teamwork                                      |

Source: Study Circle on Preparing Adult English Language Learners for the Workforce (CAELA Guide for Adult ESL Trainers 2007)

Many of the processes and methods employed in ESL instruction already utilize learner-centered strategies that contribute to the development of workplace and civics competencies. Cooperative learning, project assignments, and the use of technology help learners develop information management and technology competencies as well as the interpersonal skills identified by both SCANS and EFF as necessary for success. Marshall (see reference on page 20) provides excellent examples of these and other "multi-purpose" learning activities usually associated with English language instruction but easily adaptable for other adult education instructional settings. Even classroom management and behavioral expectations provide learners with opportunities to develop and strengthen standards of workplace behavior.

Helping adult learners achieve their individual goals while acquiring the knowledge and skills needed to succeed in the workplace and community does not require reinventing curricula. The state content standards for adult education provide an excellent foundation for such.

# New Efforts to Bridge the Gap Between Adult Education and Workforce Education and Training

by Barbara Tondre-El Zorkani

TEA/Texas LEARNS, the Texas Workforce Commission and The Texas Higher Education Coordinating Board have worked steadily for more than four years to identify ways to integrate adult education and post-secondary opportunities for Texas' adult education students. The discussion of system integration occurs on many levels, but real change takes place at the instructional level.

Elma Ramirez, an ESL instructor at Harris County Department of Education (HCDE), was recently certified as a National Center for Construction Education and Research (NCCER) Core Curriculum trainer, making her the first adult education instructor in Texas who has pursued and achieved this certification.

Elma is now positioned to provide her students with a unified vision of instruction that integrates industry related subject matter with English language learning, a service to students that usually requires not only separate instructors, but usually separate institutions. Janell Baker, adult education program director at HCDE, was instrumental in facilitating Elma's pursuits. Janell plays a key role in workforce literacy efforts with the Houston Business Roundtable and Houston Safety Council. She continually seeks ways to make adult basic education more effective in meeting industry's critical workforce needs and has a number of workforce literacy initiatives in place.

NCCER: (<http://www.nccer.org>) The National Center for Construction Education and Research is a not-for-profit education foundation created to help address the critical workforce shortage facing the construction industry and to develop industry-driven standardized craft training programs with portable credentials.

The NCCER Core Curriculum is an introduction to craft skills development that includes instruction modules in basic safety, construction math, introductions to hand and power tools, introduction to blueprints, basic rigging, communication, and employability skills. Known as the Contren\* Learning Series, these materials were developed by industry for industry. Industry is expected to face a shortage of trained craftsmen to replace a generation of retiring baby boomers.

While the curriculum was not written for those with

limited English language proficiency, it is a valuable tool in the hands of a trained and certified instructor with expertise in second language learning and the adaptation of authentic materials for instructional use. NCCER has begun the developmental process of translating into Spanish a designated group of select crafts training materials including the following level one courses: carpentry fundamentals, concrete finisher, drywall level, pipefitter, electrical, rigging fundamentals, masonry, and industrial coatings. Products already available in Spanish are the Core Curriculum, Safety Orientation, and Sprinkler Fitter.

A complete 2008 online catalog can be found on NCCER's website. The Contren\* Learning Series is distributed by Pearson/Prentice Hall. Both printed texts and online programs are written at an 8<sup>th</sup> grade reading level based upon the Flesch-Kincaid metric. For additional information, see [http://www.prenhall.com/crafttraining/core\\_curriculum.html](http://www.prenhall.com/crafttraining/core_curriculum.html).

*This article was first published in March 2008 as #19 in the SHOP TALK series sponsored by Texas LEARNS to highlight promising practices and address issues, concerns, and questions related to meeting the adult education needs of Texas' emerging, incumbent, and displaced workers. See all releases in the SHOP TALKS series on the Workforce Partnerships Web page linked from TCALL's home page ([www-tcall.tamu.edu](http://www-tcall.tamu.edu)).*

## UPCOMING EVENTS

For the latest information on upcoming events, visit the Calendars linked from the TCALL Website home page menu.

**Conferences & Events Calendar** – a comprehensive list of local, state, and national events and professional development opportunities of interest to literacy practitioners in Texas

**Texas LEARNS Calendar** - events and deadlines of state-wide significance to program administrators

**GREAT Center Regional Calendars** – professional development and training events taking place in the eight service regions

**Texas Family Literacy Resource Center Calendar**

**Texas Workforce Commission Upcoming Events**

**National Institute for Literacy Calendar** – upcoming events of national significance

TCALL Website: [www-tcall.tamu.edu](http://www-tcall.tamu.edu)

# Adult Education in Brownsville ISD

## Linked to Construction Electrician Journeyman's Exam

by Barbara Tondre-El Zorkani

Sometimes 24 hours in a day are just not enough. With approximately sixty percent of adult learners already in the workplace, it should come as no surprise that skilled craftsmen are in need of adult education services. A growing number of workers with limited English language skills are among those seeking certification and credentialing in their trade. One example of this is the promising partnership between Brownsville ISD's Office of Adult Continuing Education and the University of Texas Brownsville / Texas Southmost College.

In an effort to implement a Skills Development grant awarded by the Texas Workforce Commission, Ruben Caballero, Coordinator of Special Projects at UTB/TSC, turned to Brownsville ISD for assistance with a group of construction electricians in need of English language instruction. To enable these individuals to prepare for the state electrician journeyman's exam, Brownsville's Adult Continuing Education program is offering ESL instruction on the front end of the college's industrial education program.

Under the guidance of Dr. Oscar Cantu, Director of Adult Continuing Education, Brownsville ISD is administering the BEST Plus / Literacy Assessment and providing occupation-related English language instruction at UTB/STC's Industrial Education Center. ESL instructor Clemente Torres is working with the students in developing the language skills needed for their occupation. These include verbal communication skills, occupation-specific vocabulary, reading strategies, and test taking skills. With an extensive background in the manufacturing industry, Mr. Torres is able to relate to their work environment and help them make the connection between English language instruction and the world of work.

Like many adult learners, these students' work schedules make it difficult to take optimal advantage of traditional classroom instruction. They must often choose between opportunities to work overtime and classes four evenings a week (two evenings ESL and two evenings of technical training). Together, Mr. Caballero, Dr. Cantu, and Mr. Torres are exploring ways to retain the students and support their learning. The collaboration is encouraging as they explore some of

the following options in preparation for a second cycle of instruction expected to begin in late spring:

- providing each learner with instructional materials they can take home to study (as opposed to a class set that cannot be removed from the classroom);
- utilizing an online program called *Skillswise* from the British Broadcasting System (BBC) which provides teachers and students with downloadable fact sheets, games, quizzes, and vocabulary worksheets for electrical, plumbing, plastering, carpentry, retail, child care, healthcare, and catering/hospitality;
- exploring the possibility of purchasing *Sed de Saber Construction* kits;
- providing access to UTB/TSC's Distance Education lab, where trainees can access the soft skills modules available in both Spanish and English); and
- opportunities for instructors to observe technical training courses.

*This article was first published in March 2008 as #20 in the SHOP TALK series sponsored by Texas LEARNS to highlight promising practices and address issues, concerns, and questions related to meeting the adult education needs of Texas' emerging, incumbent, and displaced workers. See all releases in the SHOP TALKS series on the Workforce Partnerships Web page linked from TCALL's home page ([www-tcall.tamu.edu](http://www-tcall.tamu.edu)).*

### WorkforceLitTex Listserv

Receive new releases in the SHOP TALKS series by subscribing to **WorkforceLitTex**, an email discussion list sponsored by Texas LEARNS and TCALL and developed in collaboration with Texas Workforce Commission and Texas Higher Education Coordinating Board. The purposes of **WorkforceLitTex** are to facilitate local collaborative planning and partnerships between ABE directors and the workforce development community, to exchange best practices, and to foster and encourage collaborative efforts within the Tri-Agency Partnership. All interested parties in the adult education, workforce development, and higher education communities are invited to subscribe. For information on how to subscribe, visit the **Workforce Partnerships** page of TCALL's Website.  
[www-tcall.tamu.edu](http://www-tcall.tamu.edu)



# Lesson Plan for ESL

## Using the Texas Adult Education Content Standards

---

### Speak Up and Get That Job!

*For a Lesson Plan Bank including this and many other lessons based on the Texas Adult Education Content Standards, visit TCALL's website ([www-tcall.tamu.edu](http://www-tcall.tamu.edu)). The Lesson Plan Bank located at <http://www-tcall.tamu.edu/taesp/lpb.html> includes lessons for ABE, ASE, and ESL learners. Teachers are invited to submit new lesson plans for possible inclusion in the Bank. Call 800-441-READ or email [TCALL@tamu.edu](mailto:TCALL@tamu.edu) for more information.*

#### Before you begin

**Setting:** ESL

**NRS Level(s):** Level 2: Low Beginning  
Level 3: High Beginning  
Level 4: Low Intermediate  
Level 5: High Intermediate

**Open entry/exit:** Yes

**Context:** Workplace

**Standard(s):** Speak So Others Can Understand  
Listen Actively

**Benchmark(s):** Speak So Others Can Understand: 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 4.3, 4.4  
Listen Actively: 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 4.5, 5.2, 5.3, 5.4

**Objective:** To aid and prepare students for job interviews.

**Materials:** Whiteboard, markers, "Job Interview" poster, paper, pencils, highlighters, video on interviewing, sample interview questions/answers, check list (dos and don'ts), guest speaker.

**Estimated time needed to prepare for this lesson plan:** 2 hours

**Estimated time needed to complete this lesson plan:** 12 hours (four 3 hour lessons).

#### The Lesson Plan

**Introduce the lesson:** Questions students about their understanding of job interviews. Have them express their own real-life experiences. Make a vocabulary list on the board.

**Teach the lesson:** Guest speaker/teacher model interaction during mock interview; review vocabulary words.

**Practice the lesson:** Show class a short video on interviewing. Discuss with the group the strategies and phrases used by interviewee and interviewer. Introduce guest speaker to discuss process of interviewing. Provide checklist of dos and don'ts. Get input from class.

**Assess the lesson:** Matching exercise of vocabulary words/meaning. Have students write at least three dos and don'ts independently.

# Welcome to Our Library. . .

"This excellent service distinguishes Texas from other states."

Barbara Rotolo-Caballero  
ESL Instructor  
Austin Community College



## WORKFORCE LITERACY PROGRAM POLICY & PROFESSIONAL DEVELOPMENT

**America's Perfect Storm: Three Forces Changing our Nation's Future.** Kirsch, Irwin and Braun, Henry and Yamamoto, Kentaro and Sum, Andrew (January 2007). Princeton, NJ: Educational Testing Service Policy Evaluation and Research Center. This report looks at the convergence of three powerful socioeconomic forces that are changing our nation's future: substantial disparities in skill levels (reading and math); seismic economic changes (widening wage gaps); and sweeping demographic shifts (less education, lower skills). ETS researchers suggest that there is little chance that economic opportunities will improve among key segments of our population if we follow our current path. To date, educational reform has not been sufficient to solve the problem. National test results show no evidence of improvement over the last 20 years. Scores are flat and achievement gaps persist. This report concludes that the U.S. must raise our learning levels, increase our reading and math skills, and narrow the existing achievement gaps, or these forces will turn the American Dream into an American Tragedy — putting our nation at risk.

**Effective Practices in Workplace Language Training.** Friedenberg, Joan, et al (2003). Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc. This resource is intended for workplace language training providers, and corporations and organizations wishing to employ such providers' services. It serves as a guide to promote quality and accountability among providers, offering insights on developing realistic expectations for their workplace language training programs. Practices outlined in the book are illustrated with case studies drawn from successful English Language training situations.

**Mounting Pressures Facing the U.S. Workforce and the Increasing Need for Adult Education and Literacy.** Jones, Dennis and Kelly, Patrick (May 2007). Washington, DC: Council for Advancement of Adult Literacy. In October 2006, Council for the Advancement of Adult Literacy and the Dollar General Corporation jointly announced the launch of the independent blue-ribbon National Commission on Adult Literacy. The Commission will examine all components of the adult literacy enterprise in order to make recommendations on how to effectively chart a productive and comprehensive future course for adult education and literacy service in America. This document was prepared for the Commission's second meeting on April 17, 2007 by staff of the National Center for Higher Education Management Systems (NCHEMS). It consists primarily of 50 color graphs reflecting current data from OECD, the U.S. Census Bureau, the U.S. Bureau of Labor Statistics, the National Center for Education Statistics, the U.S. Bureau of Justice, the U.S. Department of Education, GED Testing Service, and NCHEMS. The data set includes information on international comparisons, demographic trends within the U.S., U.S. education achievement levels with particular attention to groups of low-level achievement, and other variables that NCHEMS believes calls for a dramatically expanded and more effective adult education and literacy enterprise in America. A short introduction and executive

summary indicates the main conclusions drawn from the data by the authors.

**Reading the World of Work: A Learner-Centered Approach to Workplace Literacy and ESL.** Gallo, Melina L. (2004). Malabar, FL: Krieger Publishing Co. The author describes the ways in which workplace literacy programs can use a creative learner-centered approach to facilitate language learning through problem posing and critical thinking. By using learners' own experiences as the basis for the curriculum in a critical approach to literacy, educators can provide a common ground for adults of differing language backgrounds and learning styles to better use their literacy skills in a workplace culture. Additionally, the book details the ways in which educators can help workers learn to negotiate the environment of their workplace and to use their communicative skills outside of work.

**A Survey of Selected Work Readiness Certificates.** Rey-Alicea, Norma C. and Scott, Geri (January 2007). Boston, MA: Jobs for the Future. The United Way of Rhode Island asked Jobs for the Future to prepare a scan of work readiness certificates that have emerged throughout the United States in recent years. Like many other states, Rhode Island finds itself challenged by employers who are demanding "work-ready" job candidates and significant numbers of residents who have trouble getting a job due to lack of educational and professional credentials. This report summarizes five of the nation's many work readiness certificates, which are representative of the diverse range of such initiatives in terms of target population, certification requirements, geography, and other factors: the WAGE Certificate Program, the Workforce Skills Certification System, the Work Certified Program, WorkKeys Career Readiness Certification, and the National Work Readiness Credential. The report highlights the benefits and costs associated with each, as well as issues that stakeholders should consider in determining which approaches would most benefit their state's unique demographics, economy, and political landscape.

**Voices from the Workforce.** Martinez, Sara and Savino, Ann, Producers (2001). El Paso, TX: Adult Bilingual Curriculum Institute. This ten-minute VHS video was produced by the Adult Bilingual Curriculum Institute of John Hopkins University in partnership with El Paso Community College and the Workplace Literacy Training and Technical Assistance Project. The purpose of the video was to introduce a group of policymakers, educators, and politicians to the experience of workers who had lost jobs and were moving through the job training system. Ten workers were interviewed on topics ranging from what kind of learning and instruction they find relevant; the emotional aspects of being displaced from jobs they had held for many years; the experience of learning English and the need for being able to communicate in English; advice to fellow students, politicians, teachers; and more. Loan video may be duplicated before returning to the Clearinghouse, as long as users credit the originators and do not re-edit or compile the content.

**Workforce Education for Latinos: Policies, Programs, and Practices.** Huerta-Macias, Ana G. (2002). Westport, CT: Bergin & Garvey. Book News Annotation: "Huerta-Macias explores the current state of long-term educational possibilities in the United States for Latino adults with low levels of literacy and schooling. After looking at the general picture and providing some background information, the

## HOW DOES THIS MAIL ORDER LENDING LIBRARY WORK?

Books and other resources described in the Library section may be requested for a 30-day loan. We will mail each borrower up to five loan items at a time (just two for first-time borrowers), and even include a postage-paid return address sticker for mailing them back to us! Borrowers must be affiliated with a non-profit program providing adult or family literacy services. Annotated bibliographies of our entire library of resources are available in hard copy by request, and the library can also be searched in 'real time' on our website ([www-tcall.tamu.edu](http://www-tcall.tamu.edu)). Call 800-441-7323 or email [tcall@tamu.edu](mailto:tcall@tamu.edu) to check out materials described here or to request hard copy listings of even more resources.

current legislative environment and its negative impact on Latinos is provided. Educational programs and instructional programs that are successful in promoting Latino workers' advancement are described. Finally, recommendations for policy changes are pushed forward." Book is available for loan to Texas educators ONLY.

**Workplace ESL: A Simple Guide to Program Planning and Implementation.** Friedenber, Joan E. (2002). McHenry, IL: Delta Publishing Company. Based on an analysis of ESL programs at over 100 workplaces throughout the U.S., this book is designed as a simple guide to assist educational institutions, consultants, employers, community organizations, labor unions, and government agencies that serve adult ESL populations in the U.S. with the following: identifying whether there is a need for workplace ESL; "selling" a plan to develop and implement a workplace ESL program to a funding agency, employer, labor organization, or educational institution; and planning and implementing an effective workplace ESL program. According to Clearinghouse user Barbara Tondre-El Zorkani, "This compact guide provides an excellent outline of the concepts critical to employment-focused English language instruction. It dispels myths and puts educators at ease with the terms and concepts so key to integrating adult education and workforce development." Book is available for loan to Texas educators ONLY.

### WORKPLACE/WORKFORCE LITERACY TEACHING TOOLS

**At Work in the U.S.: Readings and Language for Job Success.** Vacco, Ellen and Jablon, Paula (2003). Syracuse, NY: New Readers Press. Series helps beginning-level English language learners gain general language skills and cultural understanding needed to function successfully at work. Lessons are centered around an immigrant family working in the U.S. and their specific experiences. Four units include: expressing personal information; dealing with job procedures and benefits; working safely; and understanding workplace culture. Lesson features include: vocabulary used at work; high interest stories; comprehension questions; grammar needed for basic communication; structured dialogue practice; pronunciation practice; additional reading, including forms, stories, and poems; writing practice, including forms, reports, and messages; and more.

**Conversations for Work.** Vacco, Ellen and Jablon, Paula (2007). Syracuse, NY: New Readers Press. This beginning ESL series is designed to help students develop the language skills they need to communicate effectively on the job. Lessons with workplace themes emphasize oral skills and are built around core conversations. Vocabulary is presented in picture dictionary format. In exercises students practice using the words, expressions and structures they need for work, and are encouraged to supply language specific to their jobs. Additional exercises focus on interactions and issues common at work in the U.S. Lists of common workplace words and phrases are also included. Topics include: People and Places at Work, Time and Work, Job Safety and Working Together.

**English for Hospitality and Foodservice.** Thomas, Jennifer (2004). Upper Saddle River, NJ: Pearson Prentice Hall. Basic text is intended to enable communication and cross-cultural leadership skills between English and Spanish-speaking co-workers in the hospitality and food-service industries. Text includes: English and Spanish cultural explanations; industry-specific vocabulary and pictures; short, basic review exercises; crossword puzzles; common dialogues; role play/oral ex-

ercises; and English-Spanish/Spanish-English dictionaries. This loan item is available to Texas educators ONLY.

**Find the Bathrooms First! Starting Your New Job on the Right Foot.** Blitzer, Roy and Reynolds-Rush, Jacquie (1999). Menlo Park, CA: Crisp Publications. Book provides a fresh look at what people think and do immediately after taking a new job -- how the critical first weeks and months on a job can be an opportunity to grow and a chance to understand the decision made to take a job. Each segment includes key questions and suggestions for action.

**Hotel English.** Timpa, Ronna and Pizor, Lyn (2002). McHenry, IL: Delta Publishing Company. In this series for literacy through intermediate level adult ESL, hotel housekeepers, public area attendants and kitchen workers learn to communicate with hotel guests, co-workers and supervisors through authentic workplace conversations. Vocabulary and situations are presented in an easy-to-follow format with visual symbols to accommodate even first time language learners. Hotel English focuses on language that is used on a daily basis in hotels around the world, such as greeting guests, giving directions, following instructions, reporting emergencies, and reporting repairs and problems. A facilitator's guide presents lesson plans and supplemental activities to use the series in a workplace ESL class. Each unit is correlated to SCANS.

**Key Vocabulary for a Safe Workplace.** Ringel, Harry (2000). Syracuse, NY: New Readers Press. Student Book presents ESL learners with the essential language of workplace safety and tools for prevention of accident and injury. Vocabulary is introduced in picture-dictionary format, with practice and application activities and opportunities to create workplace-specific safety vocabulary lists. A Safety Tool Kit appendix focuses on Material Safety Data Sheets (MSDS), health and injury terms, health and safety policies, Lockouts and Tagouts (LOTO), and exercises for the workplace. The Teacher's Guide provides lesson activity guidelines and applications. Photocopy Masters book offers reproducible activities to reinforce and extend lessons or to personalize learning.

**Main Course: Language and Skills for Restaurant Workers.** Tallala, Renee (2000). Malaysia: Falcon Press. This book for beginning through intermediate level adult ESL is designed for trainee waiters and waitresses, and for trainers in the restaurant and catering industry. Through the picture process approach, the book covers dining in 15 integrated units of processes and practice with a training element included. The book incorporates the English vocabulary needed in this field of work and illustrates important job-specific verbs and nouns, as well as common phrases, terms and expressions that recur constantly in restaurant work. Book also serves as a basic reference to aspects of restaurant work, helps the user's understanding and knowledge of "restaurant English" through exercises, and includes a comprehensive glossary.

**The NCCER Core Curriculum.** Contren Connect (2004). Upper Saddle River, NJ: Prentice Hall. These materials prepare learners for an Introductory to Craft Skills certification and include instruction modules in basic safety, construction math, introductions to hand and power tools, introduction to blueprints, basic rigging, and communication and employability skills. Sample set is available for loan to Texas educators ONLY.

continued on page 20

**Pathways to Personal Independence: Progressing from Entry-Level to Economic Freedom.** Career Development Resources (2004). Austin, TX: Texas Workforce Solutions. Publication is aimed at helping workers create career paths that move them from entry-level jobs to economic freedom. Identifying three pathways for each of ten common entry-level positions, the booklet lists the exact knowledge, skills and abilities and training needed to move forward. An introductory narrative explains career paths for the 21st century, helping workers understand exactly how they can take charge of their own career development.

**Preparing for Success: A Guide for Teaching Adult English Language Learners.** Marshall, Brigitte (2002). Washington, DC: Center for Applied Linguistics. From the editorial description: "Recent legislation, including welfare reform initiatives and the Workforce Investment Act, underscore the current demands being placed on education by the employment market. How can instructors working with adult English language learners respond to these demands and integrate employment participation skills into instruction? How can instruction be informed by initiatives such as the Secretary's Commission on Achieving Necessary Skills (SCANS) and Equipped for the Future (EFF)? This resource text, designed for teachers of adult English language learners at all levels, addresses these issues. It includes classroom activities and instructional resources that help to ensure that all students will have the language skills necessary to thrive in employment."

**Problem Posing at Work: English for Action, Revised Edition.** Auerbach, Elsa and Wallerstein, Nina (2004). Edmonton, Alberta, Canada: Grass Roots Press. Intended for intermediate to advanced ESL students in workplace, pre-vocational, vocational, community-based, union, and labor education programs, this student book contains 30 lessons that focus on workplace themes and issues related to the working lives of immigrants and refugees. Inspired by the problem-posing approach of Paulo Freire, the book invites learners to share and analyze their experiences, to acquire the language, skills, and information necessary for greater power over their circumstances, and to strategize together for changes. Originally published in 1987 as *ESL for Action*, this revised edition is updated to incorporate a focus on the effects of globalization on workers' lives while its scope is expanded to include information about Canada as well as the U.S. It includes photos and stories of workers active in their workplaces and communities. The text is intended for intermediate to advanced ESL students in workplace, pre-vocational, vocational, community-based, union, and labour education programs. Book includes eleven instructional units, appendices, and teaching guide.

**Sed de Saber English for Construction.** Retention Education (2007). This self-paced, take home system uses LeapFrog's interactive Quantum LeapPad®. It enables the learner to record his/her voice, hear it played back, and compare it to the proper pronunciation of the word or phrase being learned. Adult education programs piloted *Sed de Saber Sales and Service Units* as part of a "hybrid" course in which employees had the option of attending once or twice weekly classroom instruction to extend learning. For more information on *Sed de Saber*, see **SHOP TALKS #15: Workforce - Related ESL: Taking A Leap in Language Learning** on the Workforce Partnerships page of TCALL's Website.

**Skills for Success.** Price-Machado, Donna (1998, 2000). New York, NY: Cambridge University Press. Skills for Success is the first content-based skills text to integrate English language instruction with the teaching of skills essential to vocational or college-based students. Theme-based and interactive, Skills for Success emphasizes development of all four language skills through co-operative learning techniques and incorporating the SCANS Competencies. Loan set includes the student's book and teacher's manual.

**Workplace Health and Safety ESOL Curriculum.** Utech, Jenny Lee (2005). Boston, MA: Massachusetts Worker Education Roundtable. This curriculum is designed to help ESOL students learn about and exercise their workplace health and safety rights, using learner-centered activities that engage students in discussion, elicit and build on their experiences, and encourage critical analysis and strategies. Eleven lessons are designed for low-intermediate to intermediate level ESOL students who speak, read and write some English but still need to learn many basic English skills. This loan item is available to Texas educators ONLY.

**You're in Charge! Strategies for Success in Life.** Hawkes, Brian (2000). Upper Saddle River, NJ: Globe Fearon, Inc. Student lesson book and teacher's resource manual provide learning, cognitive, and metacognitive strategies needed in real life functions: speaking with confidence, working with others, making to-do lists, using calendars, active reading, note taking, estimating in math. The student is asked to apply each strategy to the following areas of her or his life: school, home, work, community, and personal (coordinating with the Equipped for the Future roles). Book also provides mini-lessons on identifying students' learning style(s), what is a strategy and how to use it, and when a strategy can be used.

## WRITING INSTRUCTION

**Making Choices: Teaching Writing in the Workplace.** Millar, Diane (2002). Edmonton, Alberta, Canada: Grass Roots Press. Resource package for workplace educators includes Instructional Activities Manual and Reference Manual containing dozens of activities for teaching employees how to write effective notes, memos, notices, business letters, accident reports, procedures, and e-mail messages. In addition, hands-on activities are provided for teaching employees how to complete forms, create charts and flowcharts, plot graphs, and keep logs. This loan item is available for Texas educators ONLY.

**Writing for the Workplace: Writing Process with Workplace Content: Text and Handouts.** Fagan, William T. (2002). St. John's, NF, Canada: Education, Resources and Support Services. Loan set contains a handbook for instructors/facilitators and handouts for the learner. The handbook provides an interactive writing program that the instructor facilitates through participation, discussion, feedback, activities, and monitoring. It shows how to use the writing process to meet specific workplace demands and needs. The content includes ten sessions on topics such as report writing, completing forms, dealing with difficult people and situations, handling stress, and becoming more effective communicators.

## FAMILY LITERACY

**Starting the Conversation: A Career Exploration Guide for Parents and Children.** Froeschle, Richard, et al (2003). Austin, TX: Texas Workforce Solutions. Publication is designed to help parents and mentors show children how to connect academics and interests with a realistic plan for achieving career goals. It offers strategies, timelines and resources to guide parents as their kids move from elementary school to graduation. It discusses the new world of work and financial aid, among other topics. It even has sections for parents and children to read together. Ultimately, it encourages parents to become more involved in their children's educational decision-making.

**Work-Focus Strategies for Family Literacy Programs.** Waddell, Margo, et al (2003). Louisville, KY: National Center for Family Literacy. This book is a comprehensive training manual-type publication from NCFL for professional development in the areas of component integration and EFF strategies for family literacy. The sections discuss and detail how to develop family literacy from the perspective of a welfare reform strategy and a work-focused program. It has a large resource section.



"TCALL has great information to help us improve our services in the community."

Michele Fendley  
Program Assistant  
Brighter Future, Inc.

## Things to Send For...

### ADULT EDUCATION RESPONDS TO WORKFORCE NEEDS

The following three resources were developed by initiatives supported by Texas LEARNS in response to the Texas Legislature's Rider 82 mandate for the development of demand-driven workplace literacy and basic skills curricula for adult learners. All three titles can be downloaded on the Workforce Partnerships Web page accessible from the home page of either TCALL ([www-tcall.tamu.edu](http://www-tcall.tamu.edu)) or Texas LEARNS ([www-tcall.tamu.edu/texasLearns](http://www-tcall.tamu.edu/texasLearns)).

***Charting A Course: Responding to the Industry-Related Instructional Needs of the Limited English Proficient.*** Tondre-El Zorkani, Barbara (August 2005; Revised February 2006). Houston, TX: Texas LEARNS. This summary report of findings was assembled in an effort to chart a course for Texas LEARNS' response to Rider 82 (79th State Legislative Session). Adult Education's response to the legislative mandate, labor market information, input from business and industry, and interagency dialogue focuses on that segment of the Texas worker population hardest to serve – the limited English proficient. It concludes with recommendations to Adult Education and its workforce partners for an interdependent response to the state's needs for a workforce with access to a continuum of education and training opportunities. The report provides the foundation for development of curricular responses to Rider 82 in three industry clusters: healthcare, manufacturing, and sales and service. It is also the cornerstone for professional development opportunities being offered to Adult Educators throughout the state.

***Charting A Course -- Handbook One: Planning & Implementation Tips for Program Planners and Administrators, Modules 1-4.*** Tondre-El Zorkani, Barbara (October 2007). Houston, TX: Workplace Literacy Resource Center State Leadership Project. For program planners and administrators just beginning to venture into workforce-related adult basic education instruction, this first in a set of two handbooks offers planning and implementation tips in four modules: One - Determining Program Capacity, Services, and Solutions; Two - Marketing Adult Education Services as Workforce Solutions; Three - Facilitating a Team of Stakeholders to Provide a Continuum of Services; and Four - Defining and Agreeing Upon Mutual, Achievable Goals and Objectives. Handbook One includes templates for a budgetary worksheet, statement of confidentiality, letter of agreement, and checklists for the employer, the program administrator, and the instructor. Originally published in draft version in July 2007, this October 2007 update includes some updated Web links.

***Charting A Course -- Handbook Two: Workplace Savvy for Workforce-Related Instruction, Modules 5-6.*** Tondre-El Zorkani, Barbara (October 2007). Houston, TX: Workplace Literacy Resource Center State Leadership Project. Handbook Two complements Modules 1-4 offered in Handbook One, but

is intended for instructors. Modules 5 (Identifying Adult Learners' Work-Related Proficiencies and Needs) and 6 (Delivering Instruction Responsive to Identified Needs) include: checking your workforce savvy (an inventory for instructors); language competencies for the workplace; ten ways to make your classroom workforce-friendly; incorporating work-related topics and materials into instruction; things to know about industry and partnerships; connecting NRS (National Reporting System) levels to workforce-related instruction; sample learning activities and work-related instructional scenarios; and VESL (Vocational English as a Second Language) and bridge programs linking ESL and post secondary education/occupational training. Originally published in draft version in July 2007, this October 2007 update includes some updated Web links.

### WRITING INSTRUCTION

***Dialogue Journals: Interactive Writing to Develop Language and Literacy.*** Peyton, Joy Kreeft (December 2000 Revised). Washington, DC: National Center for ESL Literacy Education. Teachers of adults often wish that they had more time to communicate with the learners in their classes-to learn about their backgrounds, interests, and needs; to share experiences and information; and to track and document learners' developing knowledge and abilities. The need to communicate is intensified with adults learning English as a second language (ESL). They bring to the classroom extensive life experience and proficiencies in different languages and cultures. If they are new arrivals to the United States, they are adjusting to a new way of life at the same time that they are learning a new language and beginning to function in a new educational or work setting. This ERIC Q&A describes how to use dialogue journals both to build the learner/teacher relationship and to develop the learner's language, reading and writing skills.

***Improving ESL Learners' Writing Skills.*** Bello, Tom (June 1997). Washington, DC: National Center for ESL Literacy Education. Writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. It can be challenging, whether writing in one's native language or in a second language. Yet, as adult English as a second language (ESL) learners put their thoughts on paper, see their ideas in print, and share them with others, they find they develop a powerful voice in their new culture. Writing also enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class. This ERIC Digest suggests general approaches to writing and specific activities that can make writing easier and more enjoyable for both learners and teachers.

***Journal Writing as an Adult Learning Tool.*** Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education

*continued on page 22*

### Free Things to Send For, continued from page 21

A journal is a tool for processing the raw material of experience in order to integrate it with existing knowledge and create new meaning, and can be used in many ways to foster reflection and adult learning. This ERIC Practice Application Brief reviews the research and practice literature and describes issues and methods involved in incorporating journal writing in adult education.

**Poetry in the Adult ESL Classroom.** Peyton, Joy Kreeft and Rigg, Pat (December 1999). Washington, DC: National Center for ESL Literacy Education. Poetry can be used in adult English as a second language (ESL) classes with all learners, even those with limited literacy and proficiency in English. Learners can read, discuss, and write about poems and how they speak to their life situations. They can also create poems of their own to express their feelings, thoughts, or beliefs. This ERIC Digest discusses ways to select and use poetry in adult language and literacy classes and provides information about poetry collections and resources for further reading.

**Successfully Integrating Poetry into the ESOL/Civics Classroom: Ideas and Resources.** Gardner, Hillary (March 2005). Long Island City, NY: La Guardia Community College. Gardner shared these ideas with other ESL teachers for a "Sharing Best Practices" training at The City University of New York. Topics include: using poetry to inspire students writing; using poetry in discussion groups; poetry and pronunciation; choosing poems for the ESOL/Civics classroom; leading a class discussion; cross-cultural discussion questions; and more.

## FAMILY LITERACY

**Addressing the Needs of Latino Children: A National Survey of State Administrators of Early Childhood Programs: Executive Summary.** Buysse, Virginia, et al (2004). Chapel Hill, NC: FPG Child Development Institute. Latinos are the fastest growing ethnic group in the U.S. today. Nationally, Latino parents have participated at lower rates in early childhood education and early intervention services than parents from other racial and ethnic backgrounds. This new study examined the linguistically and culturally relevant practices that state administrators reported were recommended or being used by early education and intervention programs that enrolled Latino children and families. Over 100 administrators of state early childhood programs (child care, Head Start, Part B-Section 619, Part C) in 48 states and the District of Columbia provided input on specific challenges, strategies and beliefs about serving Latino children (birth to 5) and their families. All four groups reported the lack of Latino or bilingual professionals, and insufficient staff preparation and training, as the most urgent challenges in serving the Latino population.

**Assessing Adult/Child Storybook Reading Practices.** DeBruin-Parecki, Andrea (June 1999). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement. In this paper, DeBruin-Parecki reviews the existing research on joint storybook reading practices, outlining the behaviors essential for success. She then describes and reports on the efficacy of her assessment instrument, the Adult/Child Interactive Reading Inventory (ACIRI), an observational tool for assessing the joint reading behaviors of both adults and children. The ACIRI is intended to encourage good instruction, authentic and friendly assessment,

and guidance for teachers working with parents and children as to where to focus their instructional efforts. The ACIRI evaluates 12 literacy behaviors and was piloted by Even Start teachers, who collected data on 29 mothers and their children in September and again in May. The ACIRI instrument, a single-page matrix for documenting observation of adult and child behaviors, is included as an appendix.

**Early Literacy for Inner-City Children: The Effects of Reading and Writing Interventions in English and Spanish During the Preschool Years.** Yaden, David B., et al (2001). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement. Article originally featured in "The Reading Teacher" reported on a four-year, longitudinal examination of the effectiveness of a preschool emergent literacy intervention in a skid row child-care facility in downtown Los Angeles. The primary purpose of the project was to provide multiple opportunities for Spanish-speaking four-year-old children to engage in a variety of reading and writing activities within the center, at home and in the surrounding community. Results of the study indicate that not only did preschool children begin their kindergarten year on or above grade level in understanding concepts about print, but both preschool teachers and parents established regular habits of shared book reading and numerous ways for children to write and display their work.

**Family Literacy: A Strategy for Educational Improvement.** NGA Center for Best Practices (November 2002). Washington, DC: National Governor's Association. Incorporating family literacy into educational programs for children and adults results in a flexible and comprehensive strategy that can improve educational outcomes. This Issue Brief describes the benefits of and innovative state approaches to family literacy. Those strategies include: encouraging state agencies to collaborate as they plan family literacy services; making family literacy an allowable use of existing education funds; and authorizing specific funds for family literacy.

**Implications of Brain Development Research for Even Start Family Literacy Programs.** Logue, Mary Ellin (Fall 2000). Washington, DC: U.S. Department of Education Even Start Program Office. This report from the U.S. Department of Education discusses brain development research and outlines specific applications for parents or caregivers and very young children. The second half of the report has implications for Even Start programs.

**Intergenerational Learning and Social Capital: ERIC Digest.** Kerka, Sandra (2003). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Knowledge has been transmitted from one generation to another throughout history, often informally or incidentally. In the last 40 years, more systematic and formal intergenerational programs have arisen, with growing recognition of their integral relationship to lifelong learning and broader social purposes (Hanks and Icenogle 2001). Ideally, the generations derive mutual benefits from participation and the learning is reciprocal. Features of effective intergenerational learning have commonalities with the characteristics of social capital. This Digest examines the relationship between intergenerational learning and social capital and describes research findings and promising programs illustrating how intergenerational programs contribute to learning and the development of social capital.

# Click on Over. . .

*Browsing the Web, TCALL staff found these literacy-related sites particularly relevant, helpful, or just plain fun.*



**O\*NET Resource Center** is the nation's primary source of occupational information. Here you will find news and information about the O\*NET program. This site is your source for O\*NET products, including O\*NET data, career exploration tools, and reports. It defines distinguishing characteristics of an occupation with descriptors in six domains. The O\*NET-SOC taxonomy includes 812 occupations. O\*NET OnLine is a Web application for job seekers, employment professionals, and others interested in exploring occupations through O\*NET.

[www.onetcenter.org](http://www.onetcenter.org)

**The Massachusetts Worker Education Roundtable** is a network of worker education programs dedicated to promoting partnerships of employers, unions and educators that provide high quality education as well as training for Massachusetts union members. Programs that develop partnerships with employers, unions, learners and educators are programs that succeed. Every workplace has its own culture and its own set of learning needs. Roundtable has developed tools to determine these needs for each workplace, and tailor program development to those needs. Whether your workplace needs basic skills, English for Speakers of Other Languages (ESOL), job training, leadership development or any lifelong learning, they can provide the expertise to make it happen. [www.umass.edu/roundtable](http://www.umass.edu/roundtable)

**NCCER: National Center for Construction Education and Research** is a not-for-profit education foundation created to help address the critical workforce shortage facing the construction industry and to develop industry-driven standardized craft training programs with portable credentials. Their Mission is to build a safe, productive, and sustainable workforce of craft professionals. [www.nccer.org](http://www.nccer.org)

**The NCCER Core Curriculum** is an Introductory to Craft Skills certification that includes instruction modules in basic safety, construction math, introductions to hand and power tools, introduction to blueprints, basic rigging, and communication and employability skills. [www.prenhall.com/crafttraining/core\\_curriculum.html](http://www.prenhall.com/crafttraining/core_curriculum.html)

**Rider 82 Curriculum: 2007 Pilot Report Findings.** During the fall of 2007, at the request of state leadership, the Texas Center for the Advancement of Literacy and Learning (TCALL) assisted with the El Paso Community College (EPCC) pilot of the Rider 82 curriculum. This pilot consisted of three industry-related curricula (Sales and Service, Healthcare, and Manufacturing) each consisting of four modules. Each module had five lessons. Each lesson had four components: English as a Second Language [ESL], math, technology, and employability. It was anticipated that most programs would complete one module (5 lessons) in approximately 50 hours. The overall goal of the industry-related curricula was to assist students with learning job related English for employment sectors that are growth industries in their communities. [www-tcall.tamu.edu](http://www-tcall.tamu.edu)

Pennsylvania now offers **WorkABLE grants** (AE funds) to encourage adult education programs to incorporate workforce topics into AE curricula. Programs receiving grants are asked to use the Foundation Skills Rubric to document and report work-based project learner skill achievement and competencies, and to take advantage of professional development opportunities. [www.pawerc.org](http://www.pawerc.org)

**Texas Adult & Family Literacy Quarterly** is the publication of the Texas Center for the Advancement of Literacy & Learning (TCALL). The publication is free to adult educators, literacy providers, and others interested in adult and family literacy. **The Quarterly** is dedicated to advancing knowledge in the field by addressing topics of concern to adult and family literacy practitioners, adult learners, and scholars. The audience includes teachers, students, administrators, program coordinators, researchers, literacy volunteers, and in general individuals interested in the fields of adult and family literacy.

**Editor:** Peggy Sue Durbin  
**Editorial Board:** Harriet Vardiman Smith and Ken Appelt

#### **Organizational Sponsorship**

**The Quarterly** is published by TCALL as an activity of The Texas Adult & Family Literacy Clearinghouse Project, a state leadership project in adult education funded through Texas Education Agency and supported by Texas LEARNS. TCALL is a University Center at Texas A&M University, College of Education and Human Development, Department of Educational Administration and Human Resource Development.

The contents of **The Quarterly** do not necessarily represent the views or opinions of the Texas Center for the Advancement of Literacy & Learning, Texas A&M University, Texas Education Agency, nor Harris County Department of Education.

#### **Subscriptions and Correspondence**

All editorial correspondence and submissions should be sent to the attention of Editor Peggy Sue Durbin at the return address below, or send an email to [pdurbin@tamu.edu](mailto:pdurbin@tamu.edu). Please see the TCALL website for specific submission guidelines regarding criteria and article format. Send requests for FREE subscriptions to the Center Email address below.

**Texas Adult & Family Literacy Clearinghouse**  
800-441-READ (7323)      979-845-6615      979-845-0952 fax

Center Email: [tcall@tamu.edu](mailto:tcall@tamu.edu)  
Website: [www-tcall.tamu.edu](http://www-tcall.tamu.edu)

**Harriet Vardiman Smith**  
Interim Center Director  
[hsmith@tamu.edu](mailto:hsmith@tamu.edu)

#### **TEXAS ADULT & FAMILY LITERACY CLEARINGHOUSE PROJECT**

**Texas Center for the Advancement of Literacy & Learning**  
College of Education & Human Development  
Department of EAHRD  
Texas A&M University  
4477 TAMU  
College Station, TX 77843-4477

NON-PROFIT ORG.  
U.S. POSTAGE PAID  
COLLEGE STATION  
TEXAS  
77843  
PERMIT NO. 215

**Change service requested**