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Update on State Initiatives

Leadership Excellence Academy

by Sheryl Jefferson, Texas LEARNS



It was with great pride that the National Adult Education Professional Development Consortium and ProLiteracy announced the first *Certified Managers in Program Improvement* in the state of Texas. Nineteen Leadership Excellence Academy (LEA) participants have earned the prestigious distinction of being among the elite adult education leaders in the country to earn this national certification. The participants completed an intensive two-year training program. This national certification is

the first of its kind in adult education. Texas is one of only ten states that have adult educators who have achieved this certification status.

The graduation ceremony for Cohort 1 was held on Wednesday, July 15 at The Summer Administrators' Institute in Salado, Texas. The keynote speaker was Dr. Phil Cochran from the Texas Education Agency. A national recognition event in their honor will be held at the joint COABE/ProLiteracy conference in March 2010 in Chicago, Illinois. Texas would like to thank Lennox McClendon, Kathi Polis, Bonnie Goonen and Susan Pittman Shetler for their dedication and service to adult education and the LEA.

Registration for Cohort 3 is complete and the activities for Year 1 will begin in the fall. Cohort 2 will begin activities for Year 2 in the fall.

Texas has expanded its in-state capacity by selecting Rene Coronado and Guadalupe Ruvalcaba as its in-state trainers. Rene and Guadalupe attended the LEA Trainers' Retreat in Hamilton, New York.

Congratulations Rene and Guadalupe!



2009 is TCALL's 20th Anniversary Year
Supporting Adult & Family Literacy Since 1989



TCALL Welcomes a Record Six New Doctoral Fellows for 2009-2010 Academic Year

by Harriet Vardiman Smith, TCALL Director

Beginning in 2005, The Texas Center for the Advancement of Literacy & Learning (TCALL) obtained grant funding to support fellowship research projects of doctoral students at Texas A&M University who are engaged in research, writing, and development of resources and presentations in topics relevant to literacy.

Two distinct fellowship opportunities have evolved at TCALL, one focusing on topics relevant to family literacy with funding from the Barbara Bush Foundation for Family Literacy, and one focusing on adult literacy that is funded as an activity of the Texas Adult Literacy Clearinghouse Project.

TCALL recently selected graduate students Merlissa Alfred and Rhonda Goolsby as TCALL Adult Literacy Fellows for 2009-2010; and selected Priya Darshini Kurup, Tiffany Lipsett, Rose Anna Santos and Jeeyoung Shin as the 2009-2010 Barbara Bush Family Literacy Fellows. Each fellow will receive a one-year award of \$25,000, which may be used to offset the cost of travel expenses to conferences, dissertation research, and/or tuition, fees and maintenance while enrolled at Texas A&M University. During their fellowship year, students will have the opportunity to present their work at national family literacy conferences and to work toward publishing their research in peer-reviewed journals.

TCALL Adult Literacy Fellowships are funded as part of the Texas Adult Literacy Clearinghouse Project, an adult education state leadership grant from Texas Education Agency, supported by the state adult education office, Texas LEARNS. The Barbara Bush Fellows are funded with generous support of the Barbara Bush Foundation for Family Literacy. The 2009-2010 Barbara Bush Fellows were formally announced by former First Lady Barbara Bush at the Houston Celebration of Reading in April.

Merlissa Alfred is a doctoral student in human resource development (HRD) in the department of Educational Administration and Human Resource Development. She will investigate the intersec-

tion between the professional field of HRD with its goal of developing individual and organizational performance, and the practice of workforce literacy in programs that are designed to serve low-literate adults.

Rhonda Goolsby, a doctoral student in the department of Teaching, Learning and Culture, focuses on health literacy. Her dissertation research is being advised by faculty of the Texas A&M Health Science Center as well as the College of Education and Human Development. She will explore making life-saving health information more accessible to low-literate adults, including English-language learners.

Priya Darshini Kurup, a doctoral student in human resource development, proposes to investigate the effect of work-life balance on parental participation and retention in family literacy programs, a challenge for many family literacy program organizers.

Tiffany Lipsett, a doctoral student in curriculum and culture with an emphasis on visual literacy, plans to examine the interaction between parents and children, and the social and cultural context in which literacy skills are learned in the home.

Rose Anna Santos, a doctoral student in higher education administration, is interested in literacy development, especially how fathers facilitate literacy development within their families. She will research how fathers in family literacy programs, specifically Hispanic fathers, view parenting and literacy role-modeling to their children.

Jeeyoung Shin, a doctoral student in English as a Second Language, will conduct an intervention study with language-minority families using a conceptual framework to identify key issues to understand literacy patterns and experiences of language-minority families.

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TCALL Celebrates 20 Years of Transforming Lives

Dear Readers:

2009 truly is a time for celebration in the College of Education and Human Development. Not only is the college celebrating 40 years of transforming lives, but our Texas Center for the Advancement of Literacy & Learning (TCALL) is celebrating 20 years of meeting the literacy needs of adult learners and their families across the state. TCALL was established in 1989 as a Center of the College of Education and Human Development at Texas A&M University, housed in the Department of Educational Administration and Human Resource Development. TCALL's faculty Principal Investigator is Dr. Mary V. Alfred, Associate Professor and Associate Dean for Faculty Affairs in the College.

Our college leads the way in enhancing education and health outcomes for all, and as the oldest center in our college and the state's only adult literacy resource center, TCALL is a leader. TCALL's efforts have resulted in important research and the development and implementation of innovative instructional and outreach programs in adult and family literacy.

TCALL serves literacy programs in a variety of nonprofit settings, including school districts, community colleges, community-based organizations, regional education agencies, faith-based organizations and prisons. These programs offer a variety of educational services for adults, ranging from beginning and secondary-level literacy to English as a Second Language.

The Adult Literacy Clearinghouse Project is a significant initiative that has been in existence since TCALL's beginning. Substantial resources of this grant are effectively utilized by TCALL and leveraged through creative collaborations to provide resources, services, and support to professional development for literacy professionals working with illiterate adults. This is just another example of how TCALL's collaborative efforts increase the dissemination of significant information to other researchers, practitioners and stakeholders.

One of TCALL's biggest strengths is its ability to engage doctoral students in cutting-edge adult and family literacy research through its TCALL and Barbara Bush Fellows programs. The partnership TCALL has made with Barbara Bush and The Barbara Bush Foundation for Family Literacy has far-reaching effects in adult and family literacy beyond our regional and state borders.

TCALL is a vital component of our college, and I look forward to collaborating with them well into the future for the benefit of the constituents we serve. Together, we can successfully play an essential role in the generation and application of new knowledge that influences educational-related practices. I wish the TCALL administration, faculty, staff and students a happy 20th Anniversary and look forward to the continued work of TCALL to transform lives across Texas.

Best wishes,



Douglas J. Palmer
Professor and Dean
College of Education and Human Development
Texas A&M University

TISESL: Taking on the Challenges of Implementation

by Barbara Tondre-El Zorkani, Texas LEARNS

Are you finally able to turn your attention to addressing the work-related needs of your adult learners? If you are already doing so, is there a missing component needed to enhance your program offerings? Could TISESL be an appropriate response? For those unfamiliar with the Texas Industry-Specific English as a Second Language (TISESL) curricula and past legislative mandates, the following paragraph provides a brief history:

The TISESL curricula are an adult education response to legislation requiring the development of demand-driven workplace literacy and basic skills curricula for adult learners. The three curricula are designed to introduce English language learners to the following industry sectors:

- Sales and Customer Service
- Healthcare Professions
- Manufacturing

What are the advantages to using TISESL? The curricula are modular in format and “bundle” skills together in thematic contexts that include English language learning, work related math, technology, and employability skills.

In addition to the three industry-related curricula, there is a stand alone Employability component that practitioners are finding applicable in ABE (Adult Basic Education) as well as ESL (English as a Second Language) classrooms.

Who has access to TISESL? All state and federally-funded adult education programs in Texas have access to the copyrighted materials. Entities collaborating with local adult education programs may access the curricula without applying for separate licenses. Licenses are also being extended to local workforce development networks and community-based literacy organizations. Those seeking separate licenses, including private, other for-profit, and out-of-state organizations must make the request to copyrights@tea.state.tx.us. Community and faith-based organizations may apply directly to Texas LEARNS at laguirre@hcde-texas.org. Authorized license holders then request secure electronic versions of TISESL materials from Harriet Vardiman Smith at the Texas Center

for the Advancement of Literacy & Learning (TCALL) hsmith@tamu.edu.

Something New: Employability Website. The employability web page is available for use in the classroom in conjunction with the Employability component of TISESL. The web page is password protected and can only be accessed by a registered user. In order to obtain a login ID, the instructor must contact Laura Aguirre at laguirre@hcde-texas.org.

How does a provider prepare for delivery? Due to the sheer volume of the curricula, implementation of TISESL can seem a daunting task, which is why GREAT Centers offer TISESL training as a prerequisite to delivery. Providers may contact regional GREAT Centers to arrange for professional development (<http://www-tcall.tamu.edu>; then click on GREAT Centers).

Once a provider has identified a community’s need for workforce-related instruction, there is the matter of deciding which curriculum to deliver and how to adapt it to local need. Rural and urban programs may have to employ different tactics to get new programs off the ground. Knowing one’s community needs is the place to start. Knowing one’s stakeholders and the importance of their support is another critical factor. Following are brief accounts of how two local programs have used TISESL to address the needs of adult learners.

How are programs implementing TISESL? Approaches to implementation are as varied as are community needs and the capacity of local programs. Victoria College has taken a unique approach to TISESL implementation. Attending to the immediate needs of learners while trying to build a base of support is a balancing act. For Victoria College, embracing the motto, “think big but start small,” seems to work.

Knowing that it would take time to recruit sufficient numbers of students willing and able to commit to 200 hours of instruction (the estimated time needed to deliver a full curriculum), Victoria College has started with parts of the TISESL curriculum to meet the

needs of three students in Cuero, Texas. Instructor Sandi English, who is also Patient Education Coordinator at the Parkside Family Clinic in Cuero where the class is held, has already witnessed student success.

Part of the TISESL healthcare curriculum is being used with incumbent workers at a local nursing and rehabilitation center to assist individuals employed in housekeeping to qualify for the Certified Nursing Assistants (CNA) program offered by the center (the dropout rate among CNA training participants is currently 60% to 80%). One student has begun asking questions (in English) of the center staff as she has become more familiar with the healthcare vocabulary. She has demonstrated a genuine interest in the residents and their care – so much so that Center staff encouraged her to enroll in CNA training concurrently with TISESL instruction; when she becomes certified, the Center will hire her. She continues to meet with the TISESL instructor on an as-needed basis. The comprehensiveness of the TISESL materials makes it possible for the instructor to follow and support the student as she progresses through the CNA training and prepares for the state certification exam.

Another student who has joined TISESL instruction was a certified nursing assistant in a hospital in Mexico but needs certification here, plus improved English language proficiency. A third student working in a day care center was required to take a CPR class in English. This whetted her appetite for the health care industry.

The instructor finds the TISESL materials well constructed and on target for adult learners interested in exploring career opportunities in healthcare. “The information holds their interest, can be delivered in manageable chunks, and generates lots of questions from the learners. Because classes are held at the Parkside Clinic, students have the opportunity to interact with staff at the nurses’ station. Interest in the class is growing, and students are now being offered opportunities to shadow clinic staff on Saturdays.”

These are first steps for learners who can commit to entry level employment opportunities, with the option of eventually continuing their education toward family-supporting careers. As interest builds in the community, Victoria College plans to expand its use of the TISESL healthcare curriculum to include more math, technology, and employability. Demonstrating to local industry (healthcare providers, CNA providers, and workforce development) that Adult Education

has something valuable to offer is a goal. As interest grows, so grows the investment local stakeholders are willing to make (funds, support to duplicate materials, greater access to a continuum of postsecondary education and training).

Another step in the right direction: the coordinator of Allied Health Continuing Education at the college has had an opportunity to look at the TISESL curriculum. She is excited about the employability section and hopes to hire an instructor (with both an adult education and nursing background) to integrate the employability activities into a CNA night course being offered by the college. This may eventually lead to the development of a new bridge or I-BEST like model the local workforce center could support with stimulus funds. Victoria College has taken some exciting first steps in meeting the work-related needs of adult learners. Stacey Weaver is Director of Adult Education at Victoria College.

The Seguin ISD adult education program serves Comal, Guadalupe and Kendall Counties in Central Texas. Located between Austin and San Antonio, the program serves communities including New Braunfels, Seguin, Blanco, Fredericksburg, and surrounding rural areas. Melissa Nitu is Director of Adult Education for Seguin ISD. Involved in the initial development and piloting of the TISESL manufacturing and healthcare curricula since 2006, the program didn’t stop with the pilot but has implemented the final products as well, partnering with local businesses and industries in the area.

The recent economic downturn, however, called for a change in program delivery. Former learners were suddenly working two jobs to make ends meet. As a result, both daytime and evening class enrollments dropped. With manufacturing no longer a strong area partner, the program administrator and instructional staff made the decision to switch gears. They would continue with implementation of the healthcare curriculum, drop manufacturing, and add customer sales and service in response to area industry needs.

The addition of an orientation session for English language learners introduces students to the two curricula which, because of the small numbers of students enrolled program-wide, are offered in multi-level ESL classes. Although a student may not be considering career opportunities in the fields of healthcare or sales and service, staff “sell” the classes, explaining that

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TISESL, continued from page 5

the content will nevertheless address many of their English language needs. Plans also call for the stand alone employability component to eventually be incorporated into ABE/ASE classes.

During recent discussions and review of the curricular materials, program staff shared what they have found to be both challenges and benefits to implementing TISESL. The following include staff observations as well as some tips for implementation.

Advantages to offering TISESL instruction

- Goals and expected outcomes are specific and clear.
- Instruction prepares learners to consider life choices and career path opportunities.
- Lessons are well organized, flexible, and easy to supplement; instructors' manuals provide excellent direction.
- Lessons are a balanced mix of ESL, grammar, math, employability, and life skills.
- The employability stand alone component can be incorporated into ESL, ABE, and ASE instruction.
- Curricula respond to content standards and state mandates.
- While the curricula were originally intended for use with beginning level ESL learners, much of the material is suitable for use with intermediate level learners and higher.

Challenges to successful implementation

- Student materials vary in level of difficulty; instructor must adapt.
- Curricula are not a natural fit for multi-level classes but can be adapted.
- Instructors must become familiar with industry sectors.
- Students (and instructors) initially resist what is new and different.
- Scenarios are great - more needed.
- Curricula acknowledges Texas' large Spanish-speaking student populations but can be used with a variety of language speakers.
- Some ESL instructors lack familiarity with principles of second language learning.

Tips for programs considering TISESL implementation

- Instruction needs to be a minimum of two hours per class.
- Teacher preparation is an absolute must; materials can otherwise be overwhelming.

- Marketing is required; know your community's industry needs and educational requirements for employment.
- Use assessment data to determine student readiness for material.
- Afford instructors opportunities to become familiar with local industry sectors.
- Select instructors with a background in second language instruction and a willingness to adapt.
- TISESL doesn't prepare students to go directly into the job market although students are better prepared to address their employment needs; ideally, TISESL is a prequel to postsecondary occupational training opportunities.
- There is no substitute for up front preparation; quality instructional delivery takes time.
- Access to technology makes for successful delivery of the curricula but should not prevent a program from implementation.
- Think big but start small; select a curricula suited to your students' and community's needs.

Student successes of all kinds. Success is a tricky term to define. But student success usually spells opportunities. Over the past two years, Seguin ISD has seen students move on to career opportunities made possible by their improved language proficiency. Just a few examples:

One student had been trying to get hired at a nearby nursing home as a certified nursing assistant. Her language skills were a barrier. After being enrolled in the adult education program's TISESL healthcare instruction, she inquired about employment again. Her English language skills had improved, but the employer wanted to know more about the TISESL curriculum and her class attendance. The instructor gladly wrote a requested letter about the student's educational efforts, and the student was hired.

Another student lost his job and was having trouble finding employment because of his limited language skills. He enrolled in the TISESL healthcare instruction for three months and attended class for twenty hours per week. His employment interests were not in the field of healthcare, but his commitment to improving his language skills secured him a higher paying job in Colorado.

A third student was a lawyer in her country but could not get a job in a law office here because of her lim-

ited English language skills. She enrolled in the TIS-ESL program and attended regularly for two years. A recent job fair sponsored by the local workforce development network landed her a job as a legal assistant with a local law firm.

Abilene ISD offered the stand alone Employability component at its Alta Vista Adult Education Center in Abilene for twelve hours per week for a total of 66 hours. Merri Lynn Rideout is the Adult Education Director for Abilene ISD. As a center for refugee resettlement, Abilene has attracted adult learners with language backgrounds in French, Swahili, Spanish, Cambodian, and Thai.

The curriculum was offered to intermediate level ESL students whose greatest challenge was mastering the job-related vocabulary. Students found the level of

language used in the materials difficult, so the instructor frequently interpreted the language and provided simpler meanings of concepts. Because of the learners' difficulty in comprehending the materials, the learning pace was slowed and the class completed only half of the course work during the allotted time.

In spite of the challenges, students' evaluations of instruction were positive. One success story from the instructor: "This morning I learned that one of my students obtained a job in maintenance at Abilene Christian University. He said this accomplishment was due to the employability class. He had learned to fill out a job application correctly. Before, he had no idea that he was making lots of mistakes. The student was told by the employer that he had done a great job with the application.

Literacy Volunteer Training Initiative

by Dale E. Pillow

Pioneers in non-profit adult literacy organizations paved the way for the Literacy Volunteer Training Initiative that was conceived in 2003. The early years of this decade brought much change in the field of adult literacy. Two non-profit groups in Texas – Texas Adult Literacy Laubach and Literacy Volunteers of America – came together to form the Texas Association of Adult Literacy Councils (TAALC), a statewide coalition of non-profit literacy providers. Texas led the way and the nation followed as Laubach Literacy International and Literacy Volunteers of America came together to form ProLiteracy America.

Into this atmosphere of change, came another transformation as the Texas Education Agency contracted with Texas LEARNS to provide support services to adult education and literacy providers. Texas LEARNS began to look seriously at how non-profit volunteer literacy providers could be supported in order to encourage collaborations between these non-profits and adult basic education providers. Volunteer organizations were recognized as valuable partners and new thinking prevailed in a spirit of strong cooperation. Into this season of collaboration, the Literacy Volunteer Training Initiative was born.

Texas LEARNS directed Texas Center for the Advancement of Literacy & Learning (TCALL) to administer this new initiative and, in January 2004, the collaboration was underway. The Literacy Volunteer Training Initiative is one of the service objectives of TCALL's Clearinghouse Project, an adult education state leadership activity funded by the Texas Education Agency in collaboration with Texas LEARNS.

Through this initiative, TCALL collaborates with Literacy Texas to support training of volunteers and administrators of community-based literacy programs with no access to state funds for professional development. Non-profit literacy providers in Texas vary greatly in size and focus from small faith-based programs to large city literacy coalitions serving many thousands of adults each year. All share a common passion for this critical social and economic need while struggling to meet that need with limited resources.

Since January 2004, the Initiative has provided over \$500,000 in support toward expenses for volunteers and program leaders to attend conferences, train-

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Literacy Volunteer Training, continued from page 7
ings and workshops. By using the train-the-trainer model, strength within each region to conduct trainings is built thereby reducing travel costs and time. Literacy Texas and the TCALL staff work closely to review and recommend conferences and other trainings for which reimbursements will be offered.

Additionally, Literacy Texas provides technical support to programs seeking ProLiteracy Accreditation - another critical area which brings increased quality and accountability to the field. ProLiteracy America supports an organizational accreditation that assists non-profit program administrators and their boards in ensuring the highest quality management and service delivery. ProLiteracy America Accreditation acknowledges literacy organizations that are distinguished by superior professional leadership, effective programs, committed governing boards, and outstanding volunteer support. Literacy Texas is the lead organization to provide accreditation services to the non-profit literacy community in Texas.

Further collaboration happens through LiteracyTexasLink, a statewide email discussion list that helps to connect volunteer and community-based literacy providers from across the state. TCALL Clearinghouse Project staff provide hosting, moderation, and subscription management services for the LiteracyTexasLink email discussion list. Although the Volunteer Training Initiative is limited to community-based literacy programs with no access to state funds for professional development, the listserv is open to all volunteer literacy programs, adult basic education programs, and individuals who are interested in im-

proving literacy in Texas. This listserv is used to communicate the availability of funding for professional development opportunities in addition to sharing relevant information about research, statistics, and resources. It is a connecting vehicle through which to network, to communicate, to share resources, to seek professional development opportunities, and provides access to new allies.

The fact that the Literacy Volunteer Training Initiative provides reimbursements for instructors and volunteer tutors to attend professional development offerings allows program dollars to be used for learner instruction and leverages these dollars for direct instructional services to build statewide system capacity. With a broad base of volunteer expertise, precious resources are saved through the donation of time and talent.

These resources support the mission of community literacy and the vision of 100 percent literacy through 100 percent community engagement that is embraced by Literacy Texas to bring educational equity to every family in the state. No one organization can solve a problem of this scope – it takes collaboration and cooperation by all interested parties working together to solve this problem. It can work only in an environment of strong, sustained collaboration.

About the Author

(Mrs.) Dale E. Pillow is the Executive Director of the Adult Reading Center in Pearland and the Immediate Past President of Literacy Texas, the state organization of regional literacy coalitions, nonprofit and volunteer literacy programs.

What ARE All These Statewide Organizations?

Particularly for newcomers, the field of adult and family literacy can seem like a minefield of acronyms. An acronym list is maintained by TCALL on the Texas LEARNS website, as part of the **Adult Education Administrators' Manual** (www-tcall.tamu.edu/texaslearns/05admanual/cover.htm). You'll also find that acronym page linked from several other major pages on the TCALL website.

In the interest of sorting out some of the acronym confusion, listed below are the names and descriptions of various **voluntary and professional organizations in Texas** that are related to adult education and family literacy – most of which are commonly referred to with acronyms.

Literacy Texas – This statewide organization of regional literacy coalitions, nonprofit and volunteer literacy providers serves programs through resources, training, networking and advocacy. Literacy Texas holds an annual conference each summer, usually in Austin. www.literacytexas.org

TALAE – Texas Association for Literacy and Adult Education is a voluntary professional association open to any person involved or interested in any facet of literacy and adult education, including family literacy. Since its inception in 1968, TALAE's purposes have included professional growth of educators, the exchange of ideas and cooperation among literacy educators, and creating linkages with local, state, regional, and national organizations interested in literacy and adult education. TALAE also supports adult learners directly with its GED scholarship program and is planning to expand into scholarship awards to adult English language learners as well. The TALAE website is hosted by TCALL and linked from TCALL's home page.

See TALAE 2010 Conference save-the-date on page 22.

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The Texas Adult Education Credential Project: A Comprehensive Approach to Sustaining Successful Adult Education Programs in Texas

by Dr. Michelle Janysek and Mary Helen Martinez

Successful adult education programs require skilled administrators with knowledge of adult learners, program management, and curriculum as well as skilled teachers who can facilitate adult learning. Formal training and credentialing establishes high standards. The Texas Adult Education Credential Project continues to be the means by which adult education instructors and administrators demonstrate that they possess the knowledge and skills necessary to build and sustain successful adult education programs.

The Administrator Credential was launched in January 2009 following the completion of two successful pilot tests. In an effort to make the Administrator Credential widely accessible throughout the state, the introductory activity is available both electronically as well as face-to-face. The Administrator Credential has been well received by the field, with many taking advantage of the electronic option.

The Teacher Credential is experiencing an increase in interest and participation which may be attributed to two factors: Advocacy and outreach efforts by teachers and administrators who have earned their Credential and a focused outreach intended to re-engage teachers who expressed an interest in the Credential earlier in the project.

As part of the outreach project, the Credential Project has been engaged in a variety of activities intended to increase awareness of and participation in the Credential. Events such as discussion panels conducted at the 2009 Texas Association for Literacy and Adult Education (TALAE) Conference provided a public forum for administrators and teachers who had earned Credentials to share their experiences. In addition to sessions at the TALAE conference, staff members made presentations throughout the state at a variety of events including state-wide initiatives for the purpose of marketing the Credential Project to the field.

In addition to the activities which occurred throughout the state, staff members delivered presentations at national conferences such as the 2009 Commission on Adult Basic Education (COABE) National Conference. The focus of the COABE presentation was the establishment of professional credentials in adult education. The session, titled Improving Instructional and Programmatic Outcomes Through the Use of Professional Development and Critical Self-Reflection, was well attended and the audience consisted of representatives from other states who are in the early stages of developing adult education credentials. Few states offer or require licenses in adult education and some require adult education teachers to hold valid K-12 teaching licenses. Texas was the first state to offer a credential for adult education administrators and only Texas and Virginia offer credentials for both teachers and administrators. Following the presentation and conference, Credential staff members were contacted by representatives from other states for additional information concerning the Texas Adult Education Credential Model.

As the Credential Project prepares to begin the new program year, there will be an increased focus on data collection and research as well as new enhancements to the Credential intended to raise participation levels and access thru the use of distance and electronic technologies. During the coming year, an online option for the Professional Development Planning Workshop (PDPW) will be completed thus increasing access for teachers who have previously found it difficult to participate due to geographic isolation. Other technological enhancements coming in the next program year include a revised web site and the availability of the reflection writing workshop via electronic media.

As more teachers and administrators continue to earn Credentials, data collection and research opportunities will take on a larger role in the project.

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Texas Adult Education Credential, cont'd from page 9

To date, a wealth of qualitative data has been collected from both program participants and those who have earned Credentials. Using a variety of qualitative methods such as surveys, interviews and focus groups, the project has collected a wealth of information concerning teacher and administrator perceptions related to instructional, student, and participant outcomes. The preliminary data indicate that earning a Credential does have a positive impact. On a recent survey both Teacher Credential and Administrator Credential completers were asked, "What impact has the Credential had on your career and/or your professional practice?" The following responses are representational of the data that were received:

Teacher response: *It has had a great impact on me. I was promoted in my job from a teacher to a supervisory position with a pay increase. Also, I now work as a trainer.*

Teacher response: *The Credential produces a well-rounded professional that allows him/her to acknowledge the need to modify instruction in order to engage all learners. I see this in my classes as indicated by the stable number of contact hours and increased level of student persistence.*

Administrator response: *Regarding my ability to do my job, it has had a strong impact. I credit the process of developing the written product-and the product itself-with success in finding the grants that our organization needed to continue*

offering literacy services in our area.

Administrator response: *...having two of my administrative team employees complete the Credential has helped solidify our shared understanding of our program goals and how best to achieve them. That has affected my career in that we have a strong team with a good working relationship-one that can understand decisions, one that can help make decisions, and one that implements decisions from a shared background of core knowledge.*

In addition, quantitative data collected thus far includes: professional development selections, regional participation rates, completion rates, and assessment performance data. As participation continues to increase and the numbers of teachers and administrators with Credentials rises, future data collection and research will focus on student performance, student persistence, program performance, staff retention and leadership.

About the Authors

D. Michelle Janysek holds a Ph.D. in Adult, Professional and Community Education. Her background is in educational assessment, educator training, teacher quality, novice educator induction and mentoring, adult education and postsecondary transitions.

Mary Helen Martinez holds a M.A. in Developmental and Adult Education. Her background is in adult education; developmental education; program development, administration and evaluation; workforce development and postsecondary transitions.

Texas Adult Education Credentials Earned as of September 22, 2009

CENTRAL REGION (7 total)

Teachers:

Stewart Dale Spencer
Marilyn Querejazu
Nancy Meredith
Lorna Harrison
Mary Sampson
Glenda Rose

Administrators:

Beth Rolingson

COASTAL REGION (5 total)

Teachers:

Brenda Dunlap
Denise Johnson
Roslyn Waldron

Administrators:

Elizabeth Thompson
Brenda Dunlap

SOUTH CENTRAL REGION

(6 total)

Teachers:

Debbie Janysek
Louise Actkinson

Administrators:

Olga Escamilla
Stacey Weaver
Tiffany Johnson
Debbie Janysek

SOUTH REGION (3 total)

Teachers:

John Hodges

Administrators:

Chris Palacios
Oscar Cantu

FAR WEST REGION (3 total)

Teachers:

Victor Arzate
Laura Hansen
Elizabeth Moya

WEST REGION (2 total)

Teachers:

Philomena DiGennaro

Administrators:

Mary Ann Juarez

NORTH REGION (1 total)

Administrators:

Delia Watley

EAST REGION (none)

Summer Shorts 2009: New Initiatives in Transitioning Adult Learners to Postsecondary Studies

by Barbara Tondre-El Zorkani, Texas LEARNS

Transition from adult education to postsecondary is an evolving area in the education continuum. Current models tend to vary in intensity, focus, content, and location of services – creating a number of pathways to postsecondary education, training, and employment (see TCALL website version for accompanying chart on five models for transitioning adults to college). During the summer of 2009, ten adult education providers participated in the delivery of a college preparatory model made possible through grant funding from the Texas Higher Education Coordinating Board (THECB). Adult education programs participating in the summer initiative included:

Cleburne ISD (with Hill College)
Austin Community College (internal partnership)
Kilgore College (internal partnership)
Lone Star College System (internal partnership)
Midland College (internal partnership)
Paris Junior College (internal partnership)
Texarkana ISD (with Texarkana College)
Tyler Junior College (internal partnership)
Victoria College (internal partnership)
Wharton County Junior College (internal partnership)

The Intensive Summer Program (ISP) was designed to promote successful transition and college success for recent General Educational Development (GED) graduates – students typically underrepresented in college enrollment rates. Adult learners who had earned a GED certificate in the last 24 months were eligible to participate in the program. Program evaluation was designed to determine if short-term, accelerated instruction and support could positively affect college persistence and success for students at-risk of dropping out of college.

Adult education providers were required to collaborate with local community colleges eligible to receive grant funds. Programs provided a minimum of 80 hours of instruction in English/Language Arts (reading and writing) or Math, with the Texas College and Career Readiness Standards (CCRS) incorporated into the curriculum. Admissions and financial aid informa-

tion were required program components as well as study skills, self-management skills, college culture, academic behaviors, and other college success strategies. Adult education providers were encouraged to work with their postsecondary partners to augment academics with tutoring, preparation for college assessments, and advising support.

Awarded applicants were required to indicate how information and data would be collected prior to, during, and after program completion. THECB provided a standard intake form and determined pre and post assessments for participating students. Fundable activities included the following:

- program staff salaries and fringe benefits
- stipends for work-study interns
- student incentives
- student testing fees
- program staff travel
- subcontracting costs
- general program supplies
- instructional materials
- information technology instructional resources
- teacher training and professional development, including stipends

The level of collaboration between adult education providers and their local community college counterparts varied, depending upon established partnerships, previous collaborative efforts, and a willingness on the part of both parties to integrate services for the targeted population. Evaluation data on this first round of intensive intervention initiatives will be available this fall. In the meanwhile, the THECB is preparing to release a second request for proposals in October for another round of intensive programs. Details will follow as they become available.

Adult education providers participating in the ISP were excited about the new opportunities to build successful partnerships with their postsecondary counterparts. Cleburne ISD, for example, had long

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Summer Shorts, continued from page 11

wanted to develop a partnership with Hill College to facilitate student referral and successful transition. The grant afforded the adult education provider opportunity to collaborate with Hill's Vice President for Instruction and the Dean of Developmental Education. Cleburne ISD prepared the grant proposal, and Hill College provided two staff members to coordinate the classes. Barbara Yoder is the Director of Adult Education at Cleburne ISD.

While Cleburne recruited former GED grads, scheduled classes, provided professional development for instructors, and organized orientation, pre and post assessment, data entry, and student incentives, Hill College mentored the adult education instructors in math and language skills and adjusted course syllabi so that developmental texts could be used for instruction. Together, Cleburne and Hill set as a goal that 50% of program participants would not need developmental education courses or would enter level three courses. They also promoted dual enrollment in intermediate/college level Algebra at the college.

Several realities arose that must be taken into consideration for future initiatives. These include:

- 80 contact hours require a significant commitment from the student; work and childcare needs, for example, must be considered when recruiting and scheduling classes;
- finding past GED graduates is challenging and time consuming - the population is mobile and current contact information is often unavailable;
- having funds available to underwrite the costs of the initiative is critical, allowing programs to provide student incentives and support services otherwise not available;
- giving adult learners the opportunity to take the THEA (Texas Higher Education Assessment) and get a taste of college level requirements is invaluable;
- adult education instructional staff built personal capacity through this opportunity to collaborate with postsecondary staff and to participate in professional development focused on helping students make successful transitions;
- educators and students alike became more keenly aware of the gap between GED math preparation and the skills needed for college readiness;
- the initiative pressed programs to optimize the use of computer technology – students used the lab for online math activities and to craft their writing skills;
- finally, the experience was “like boot camp with a parachute!”

Effective Instruction for All Adult Education Students Including Those with Special Learning Needs: Update on the Special Learning Needs Initiative

by Tracy Hendrix, Texas LEARNS

Success for Adult Education teachers is often defined in the small victories and moments of a concept understood, a barrier overcome, a life changed by a teacher who took the time to care. For the past two years, the buzz of excited teachers and adult educators has permeated the Special Learning Needs Training sessions. Through this training teachers are able to learn strategies, go back to their classrooms to practice the strategies and then come back to share the outcomes while gaining needed feedback from national experts in the field of special learning needs, Neil Sturomski and Nancie Payne.

Adult Education in Texas now has eighty-three Special Learning Needs Resource Specialists and nine certified State Trainers for Effective Instruction. The nine certified State Trainers are currently available to conduct local trainings through the GREAT Centers upon request by a local program. National trainers, Neil Sturomski and Nancie Payne will train for one more year with a large group of teachers and more Train-the-Trainers in Houston. After this year of training, all the training for Special Learning Needs Resource Specialists will be localized and available

through the GREAT Centers. Upon a random review of teacher performance in our statewide database, many of the teachers who have gone through this training now have higher performance measures than they did prior to attending the training.

What better way to share how well this initiative is going than to share impact statements from adult education teachers now certified as Special Learning Needs Resource Specialists who are using their newfound knowledge in their classrooms to help students? This Special Learning Needs Training called Effective Instruction for All Adult Education Students including Those with Special Learning Needs is a training you will not want to miss. Here's why -

Excellent! Excellent! Excellent! – Cohort 1 teacher

This has helped change my focus from just teaching to pass the GED Test to being an ABE/ASE teacher teaching skills for life. I am teaching to help students discover and achieve life goals (long term and short term goals), not just skills to pass a test.

Krista Young, Abilene ISD

I was working with a new student and after just a short time I began to recognize his strengths and weaknesses. As I continued working with him, I started using some of the methods and techniques to address his learning styles. He did not realize I was doing that but he began to understand a lot better, and said, 'You are a good teacher.' I then told him about some of the things I had recognized in his learning and he said "you are so right!" I am a better teacher now because of the vast information and practice I gained through these past months of intense learning and hands on experience. It was so rewarding to me to realize I could now identify and address needs so quickly. The information and knowledge presented was huge and I know I would not have been able to really understand it, much less use it, if we had not been given so much opportunity to apply it, both in small groups as well as the homework. Man, I must be getting 'nerdy' to appreciate homework, ha. Thank you for all your hard work in bringing such a great opportunity to Texas. Thank you, and other staff, for all the extras you provided to make us comfortable and well fed!

Becky Baer, Diboll Family Education Center

I think it may be the dream of every teacher to be trained by masterful, invigorating, and in-touch train-

ers. Nancie Payne and Neil Sturomski fit into all of these categories. I know my supervisors have always looked for the elusive key to retaining our students. I believe I have found an important component of this key in the Special Learning Needs Training. I am so ready to use the training I received in my classrooms and help the students in our local program to discover their learning strengths. Thank you for providing this opportunity to the teachers in the great state of Texas. I have created a list of strategies to help teachers understand the importance of using learning strategies with our students.

Cindy Fox, Region 17

This training is very valuable and has already made a difference in my class. The most rewarding part has been the student's comments that this is the first time an instructor has shown so much interest in them and their learning. It seems to have made a difference in self-esteem and effort in the classroom.

Cohort 2 teacher

The best training I have ever had!

Cohort 2 teacher

I have used many of the ideas in my classroom, they work! You both have showed me that there is so much in Adult Education that I was not aware of - Thank You!

Cohort 2 teacher



Effective Instruction Cohort 2

Distance Learning Initiative

by John Stevenson, Texas LEARNS

Distance Education became an alternative form of delivery of adult education for Texas programs several years ago. Since then, a number of programs have elected to implement distance learning in order to help students reach their educational goals. Last year, fifteen adult education or EL Civics programs offered distance education in Texas and served nearly 700 students.

Texas programs have opted to provide distance education for a number of reasons—to intensify or extend instruction, to provide services for students who cannot commit to regular class schedules, to provide services for students who live in remote areas, to provide instruction to students who do not want to study in the traditional classroom, and to provide options for students, especially homebound students, who cannot attend classes at their local program.

So far, the main incentive for implementing distance education has been to intensify regular instruction, not replace it. Last year, Texas students enrolled in distance education accrued about one proxy hour from a distance curriculum for every five hours from a regular class. As programs struggle to meet the requirements of the state assessment policy, which requires at least 60 hours between the baseline and post-tests, distance education has permitted students to increase time-on-task by overlaying a distance course on top of their regular course of instruction. In the past, students attending classes for a few hours a week would have to remain in the program for five or six months before they could accrue enough time to justify taking a post-test. By adding distance courses, these students can add ten or twelve hours per week to their previous schedules and be ready for post-testing much, much sooner.

Recent research also bears out the more intensive instruction yields better results. Students who can intensify instruction through distance education are not only eligible for post-testing earlier, they are also more likely to make learning gains. Last year, 59.7% of the students who participated in Texas distance education programs completed one or more educational functional levels.

State policy requires programs to use distance curriculum approved by Texas LEARNS. So far, fifteen curricula have been approved—six for ESL (English as a Second Language) and nine for ABE (Adult Basic Education) and ASE (Adult Secondary Education). Three of these curricula were approved within the last year: Sed de Saber, a distance curriculum that can be used by very low level ESL students; The California Distance Learning Project--Adult Learning Activities, which can be used for both ESL and ABE students, and ITTS, a web-based curriculum for ABE and ASE students. In 2008-2009 the most popular curricula used by Texas students participating in distance education were Aztec (28%), English for All (26%) and GED (General Educational Development) Connection (20%).

In order to make distance education more affordable for Texas programs, TEA (Texas Education Agency) has purchased state licensing agreements for selected curriculum. These include GED Connection, Workplace Essential Skills and ITTS. A license for another distance course, TV411, was also purchased, but, to date, this curriculum has not been added to the approved list.

Professional development for teachers of distance education is provided by the GREAT Centers using training materials developed by Project IDEAL, a national consortium that promotes distance education for adult learners. A number of courses are available through Project IDEAL, but, by far, the most popular has been DL 101, which helps teachers and administrators design distance education courses for their students and which is required by state policy for programs that want to implement distance education. In 2008-09 more than 80 teachers and administrators participated in DL 101.

In the 2009-10 program year and following, we expect to see distance education expand exponentially in Texas. Texas LEARNS and the distance education committee are looking at ways we can assist programs that want to implement distance learning and support those programs that have already incorporated it into their delivery systems for adult education.

Texas Adult Education Content Standards & Benchmarks

by Ken Appelt, TCALL Professional Development Specialist

Trainings occurred in all regions of Texas this year on implementing the Texas Adult Education Content Standards & Benchmarks. Programs are increasing the numbers of teachers who have been trained, and many teachers are returning for a “refresher” course on the Content Standards. One reason is that the Content Standards Training was revised in 2008; any trainings taking place after November 10th of 2008 will be the revised training.

The new training spends more time helping teachers understand how to use the Texas Content Standards in their classrooms and in planning instruction. The changes are intended to make the training more meaningful to teachers. Many of the new activities in the revised training were tested and proven successful during the Standards-in-Action Pilot, a national effort to help the states improve standards-based instruction. Read Eduardo Honold’s article in the November 2007 issue of Literacy Links for more information on the Texas pilot project. <http://www-tcall.tamu.edu/newsletr/nov07/nov07e.html>

One major change in the format of the new training is that it will consist of a 6-hour institute followed by a 3-hour follow-up session conducted 6 to 10 weeks later. The follow-up will give teachers a chance to share with each other how they implemented the Texas Content Standards in their classes and to learn from each other’s experience. A debriefing period in the follow-up session will allow everyone to discuss what went well, what didn’t, and what could be done to improve the classroom implementations.

Another significant change is the emphasis on using the Content Standards to plan **coherent units** of instruction. These are connected lessons or activities taking place over a longer period of time rather than individual lessons. These units can be project oriented and can incorporate several different content standards and benchmarks. Attention is given in the new training to integrating multiple standards; bring together reading, math, and writing objectives.

The way training in content standards is delivered in Texas has also changed to ensure that the training is

consistent and of the highest quality. All trainers for the Texas Content Standards are now recertified in how to conduct the revised training. To maintain quality, training in content standards implementation is now provided exclusively through the eight regional GREAT Centers using the recertified trainers.

Because the training for Adult Education Content Standards implementation is evolving in many states across the country, a Standards Training Committee has been established to track new ideas and keep the Texas training up to date. Going forward, status as a certified Texas Content Standards Trainer must be maintained by participation in a statewide meeting/training conducted by Project GREAT annually or as deemed necessary by Texas LEARNS.

A super resource on the Texas Content Standards was created by Mary Jo Ochoa at the Far West GREAT Center. She has created summary pages of the standards and benchmarks for both ESL and ABE/ASE so that teachers can easily examine how benchmarks for a particular standard change across the six functioning levels or examine all of the standards for a particular level. Find a full description and download them at <http://www-tcall.tamu.edu/taesp/westsum/index.html>

To find out when Content Standards trainings are scheduled in your region, contact your regional GREAT Center or check the statewide events calendar on the TCALL Website <http://www-tcall.tamu.edu/>

**Don’t miss
the FREE
resources
on page 26!**

The First Lady's Family Literacy Initiative for Texas: A Continuing Story of Support to Intergenerational Reading

by Emily Moore and Harriet Vardiman Smith, TCALL

The First Lady's Family Literacy Initiative for Texas (FLFLIT), a program of The Barbara Bush Texas Fund for Family Literacy, was launched by Laura Bush in 1996 while she was serving as First Lady of the State of Texas. Since that time, the Initiative has awarded grants of up to \$50,000 to 137 programs across the state. Grantees have included school districts, community colleges, universities, charter schools, pediatric medical clinics, Head Start and Even Start programs, community-based organizations, libraries, and prison programs. The money for this Initiative is raised at the Barbara Bush Foundation's annual fundraisers, A Celebration of Reading, held in Houston and Dallas.

Laura Bush continues to serve as Honorary Chair of FLFLIT, and recently expressed her thanks to supporters of the Initiative with these words. "Through [the Initiative], literacy providers have heightened the awareness of the value of intergenerational reading. Thanks to your participation and generosity, a new chapter will be added to this story in The State of Texas. Children and parents will be able to discover reading together. And the story will go on until literacy is valued in every home."

For the First Lady's grant programs funded each year in Texas, technical assistance is provided by Emily Moore of the Texas Center for the Advancement of Literacy & Learning at Texas A&M University. Pat Peebler serves as grant administrator for The First Lady's Family Literacy Initiative for Texas.

The grants are awarded to family literacy programs that focus on reading instruction for both parents and their children, and provide structured time for parents and children to read and learn together. In the 2008-2009 program year that recently concluded, grants of \$50,000 each were awarded to ten programs. Following is a brief summary of the accomplishments of those ten programs in the past year.

Austin Community College, Austin – In a collaboration with Communities in Schools of Central Texas, Austin Community College expanded a family literacy program at Austin Independent School District (ISD) Lucy Read Pre-K Demon-

stration School. Over 512 hours of adult education instruction were provided and parents participated in PACT activities in their child's classroom each day. This encouraged parents to become advocates for their children's education as they became comfortable in the school setting.

Austin Learning Academy, Austin – This program implemented a full-service family literacy program at Houston Elementary School in the Austin ISD. Two adult students advanced from English as a Second Language to the literacy program, five students found employment, and one student was inducted into the Adult Education National Honor Society. All adults with progress test data made significant gains on the BEST Plus oral interview test. Job readiness and career exploration were embedded into the program's curriculum, which helped adults to transition into the workforce. A lending library was started with grant funds, which continues to provide families with literacy materials.

AVANCE-Waco, Waco – This large family literacy program achieved a student retention rate of almost 100%, with a long waiting list of interested families. The AVANCE model involves home visits as well as making a small toy or token that relates to a story being read by the family. Parents responded positively and asked for more hours of instruction. Older children attending Bell's Hill Elementary in the Waco ISD also became involved in family literacy. Teachers were on hand each morning to meet parents bringing their children to school. Activities were provided for them, giving parents experience in helping their child become a better reader. For example, the library used a color coded system to help parents find a book on their child's reading level.

Bryan Independent School District, Bryan – The Bryan ISD Even Start program focused on activities that would develop the oral language skills of parents and children. Learning experience trips were taken to several local places of interest and the appropriate vocabulary was displayed and

demonstrated many times before and during each trip. The staff noted increased interaction between parents and children as the year progressed. Transportation was provided to and from classes.

Carrizo Springs Independent School District, Carrizo Springs – The Carrizo Springs family literacy program consisted of adult education classes, an early childhood class and home visits. The home visits became a very important part of keeping families engaged in literacy activities outside of school hours.

Community Action, Inc., San Marcos – This program provided family literacy services to Head Start programs in two small towns. Along with the Head Start requirements for family involvement, the family literacy program continued to encourage parents to become involved in their children's education. Parents were given access to adult education and family literacy activities that would help them prepare their children for entrance into the public school system.

Corpus Christi Independent School District, Corpus Christi – Corpus Christi ISD added a family literacy component to their large adult education program. Families enjoyed several large social events where the children and parents went from booth to booth experiencing literacy activities. Student nurses from a near-by college taught health classes to parents.

Mi Escuelita Preschool, Dallas – A key component of Mi Escuelita Preschool's family literacy program was literacy activities in bags that families took home and completed. Bags typically contained a book and other materials that brought the story to life as the parent and child read it together.

Mt. Pleasant Independent School District, Mt. Pleasant – Working with a local Head Start, this

family literacy program saw more than 40 families coming regularly to monthly family meetings, where they enjoyed a variety of activities involving literacy. Monthly parenting meetings were also offered at a local chicken processing plant to accommodate a group of parents who worked there.

Plano Independent School District, Plano – The Plano family literacy program was successful in both retention and accomplishments. Over 800 hours of instruction were offered to adults. Eight students took the GED test with four passing all five subject areas. The rest are continuing to re-test. Several parents began to volunteer in their children's classroom after gaining confidence in the parenting classes.

In the coming program year, nine new grantees will continue this valuable work. They include:

- Communities In Schools of Central Texas, Austin
- Deer Park Independent School District, Pasadena
- Halpin Elementary School/Houston Independent School District, Houston
- Hays Consolidated Independent School District, Kyle
- Lamar Consolidated Independent School District, Rosenberg
- Literacy Council of Tyler, Tyler
- Northside Independent School District, San Antonio
- Park Place Elementary School/Houston Independent School District, Houston
- Sutton Elementary School/Houston Independent School District, Houston

For more information on The First Lady's Family Literacy Initiative for Texas, visit the Initiative's Website. www-tcall.tamu.edu/bbush/bbtf.htm

Statewide Organizations, continued from page 8

TCABE – Texas Council for Adult Basic Education is a voluntary membership organization engaged in advocacy around adult literacy issues as well as adult education leadership development. TCABE hosts an annual State Leadership Conference, usually in the fall. The 2009 conference was held in Austin in late September.

TexTESOL – Texas Teachers of English to Speakers of Other Languages is an affiliate of TESOL, the international organization for Teachers of English to Speakers of Other Languages. TESOL's mission is to develop and maintain professional expertise in English language teaching and learning

for speakers of other languages worldwide. TexTESOL comprises five regional affiliates that host an annual state conference on a rotating basis. www.textesol.org

TFLO – Texas Family Literacy Organization (formerly called TESA - Texas Even Start Association) is a voluntary membership organization engaged in advocacy around family literacy issues as well as family literacy leadership development.

For more information on any of these organizations, email tcall@tamu.edu or call 800-441-READ (7323).

New Project at TCALL to Support Printing and Implementation of Texas Industry-Specific ESL (TISESL) Curricula

by Harriet Vardiman Smith, TCALL Director

As described by Barbara Tondre-El Zorkani in her article on page 4, the Texas Industry-Specific ESL (TISESL) curricula are a rich instructional resource for introducing adult English language learners to vocabulary used in three key industry sectors – healthcare, sales and service, and manufacturing – as well as for building generalized employability skills for any workplace setting. However, the sheer volume of print materials included in TISESL can be an obstacle to some literacy programs that are interested in implementing the curricula, but have limited budget for printing.

Some programs have found that printing TISESL materials locally is cost effective when compared to the cost of commercially-published student texts they might otherwise have purchased. Others have established partnerships with an employer or their local workforce board or one-stop center, with those organizations financing printing and reproduction of TISESL print materials. Still other programs have obtained small grants to support their implementation of TISESL.

Nonetheless, state leadership has been concerned about the obstacle created by the volume of print materials that make up TISESL. A complete set including all three industry areas prints out as well over 4,000 pages, filling three dozen binders. Although Texas Education Agency-funded literacy programs have had access to TISESL materials in electronic format for over a year, to even fully grasp the components and possibilities of TISESL can be a challenge until a program has access to a hard copy version of all TISESL print components.

As is often the case with challenges, this obstacle to implementing TISESL also led to an opportunity. In the fall of 2008, Mrs. Barbara Bush asked TCALL how The Barbara Bush Texas Fund for Family Literacy might consider responding to the destruction, dislocation and economic hardships that had affected Texas in the form of natural disasters that summer and fall – namely, Hurricanes Ike and Dolly and historic, sustained flooding on the upper Rio Grande River. Mrs.

Bush was particularly interested in how the Fund could assist literacy programs directly affected by these events, as well as the adult learners served by those programs statewide, both in disaster-affected areas and in other areas of Texas where dislocated families had moved.

In response to Mrs. Bush's question, TCALL worked with the Barbara Bush Texas Fund leadership to develop two new short-term projects. One project – Disaster Recovery Grants to local literacy programs – was implemented in the winter of 2008 and spring of 2009. You can read about that success story in the June 2009 issue of *The Quarterly*.

The other project developed out of Mrs. Bush's question is the new Workforce ESL Curriculum Support Project. This project is enabling TCALL to coordinate with Texas LEARNS, Project GREAT TISESL trainers and leadership of Literacy Texas to make this rich instructional resource available in a comprehensive, supported context including print materials for local programs along with training and technical assistance as those programs implement the curricula in the coming year. The project prioritizes making TISESL available to community-based or volunteer literacy programs that do not receive funding from Texas Education Agency, but that have requested and been granted a TISESL copyright license from the Agency through Texas LEARNS.

In late August, a two-day training was conducted by TISESL trainers Denise Guckert and Irene Ramos, and generously hosted by Region 6 Education Service Center in Huntsville and its regional GREAT Center project. After requesting and being granted a Nonprofit TISESL Copyright License, five community-based or volunteer literacy programs from around the state participated in the training: Adult Reading Center of Pearland, Arlington Reads, East Texas Literacy Council, Huntsville Area Literacy Council, and Victoria Adult Literacy Council. A team including a program leader and one or two teachers from each program attended, with support for their travel and lodging costs

provided by the Volunteer Training Initiative at TCALL, a partnership with Literacy Texas. San Antonio ISD Adult & Community Education also sent a team to the training.

Participating programs received a complete set of hard copy TISESL materials and a classroom set of student workbooks in the industry area each program selected to implement this program year. Follow-up technical assistance for the volunteer/CBO programs

will be provided by TCALL Adult Literacy Specialist Federico Salas-Isnardi. Both the printing of TISESL materials and Mr. Salas-Isnardi's time dedicated to technical assistance on TISESL implementation are funded as part of the Barbara Bush Texas Fund's generous support of this new project at TCALL.

TCALL looks forward to sharing outcomes of this new project in a future issue of *The Quarterly*.

Statewide Math Initiative

by Rebecca Davis

The Statewide Math initiative is a collaborative venture between Texas LEARNS and the South Region GREAT Center. The Math Initiative was begun in response to research conducted by the Office of Vocational and Adult Education (OVAE), which identified four areas of the GED Mathematics Test were most commonly missed in the United States:

- Geometry and Measurement
- Reading and Interpreting Graphs and Tables
- Application of Basic Math Principles to Calculations
- Problem Solving and Mathematical Reasoning

In order to address the identified areas of deficiency, Texas LEARNS and the South Region GREAT Center began to develop a plan for math instructor professional development with an emphasis on the four key components. The first step was to recruit some of the top math instructors in the state through nomination by the Adult Education Directors. These top instructors were picked to develop innovative instruction to share with other math instructors across the state. The members of Cohort I included:

Robert Ayala – Dallas ISD Adult Basic Education
Tim Bickerstaff – Community Action GED (Bastrop)
Marcella Bradley – East GREAT Center
Walter Bundy – East GREAT Center
Mary Alice Carlson – Kyle Learning Center
Gaye Carroll – Odessa College ABE

Kathy Dowdy – Austin Community College Adult Education
Kenneth Fahndrick – Region 6
Dirk Hodges- Cleburne ISD
John Hodges – Del Mar College
Denise Johnson- Houston Community College
Susan Kautz – Coastal GREAT Center
Ginny Marek – Advocacy Outreach
Kelly Meeks – Navarro College
Serapio Serna – Alice ISD Adult Education
Krista Young – Abilene Adult Education

Phase II of the 2007-08 initiative was materials development. Cohort 1 developed three CDs where the Master Teachers each demonstrate an individual concept. These demonstration lessons have accompanying lesson plans that coincide with Texas Adult Education Content Standards. This resource was designed to give teachers a multi-learning style application that was free and easy to use. The first CD with accompanying lesson plans was distributed in July at Salado. The other two CDs will be ready for distribution within the next three months.

Building upon the foundation laid by Cohort I, a new cohort was formed for the 2009-10 fiscal year by again requesting nominations for Master Math Teachers from adult education directors throughout the state. The new teachers who were nominated and were selected by the screening committee are:

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Math Initiative, continued from page 19

Vicki Angel - Texarkana-Bowie-Cass AE
Reda Berry - Erskin Education Center (Seguin)
*Mary Alice Carlson – Kyle Learning Center
*Gaye Carroll – Odessa College ABE
Jan Davis – Dallas ISD
Tristyn Davis – Coastal GREAT Center
Johnny Di Girolamo – Midland College Adult Education
Yadira Dominquez - Region 16 ESC
*Kenneth Fahndrick – Region 6
Maurice Fritz – Trinity Valley Community College
Elva Garcia – South GREAT Center
Karen Greer – Victoria College & South Central GREAT Center
*Dirk Hodges- Cleburne ISD
* Denise Johnson- Houston Community College
Angie Kaldro – Bryan Adult Learning Center
Patsy King - Victoria College & South Central GREAT Center
Oscar Martinez – Ft. Worth ISD Adult Education
LaShondia McNeal – Houston Community College
*Kelly Meeks – Navarro College
Manuel Navarro - Southwest Texas Junior College Uvalde
Irene Ramos – South Central GREAT Center
Sara Reynolds – Austin Community College
Mary Sampson - – Austin Community College
Cheryl Sanders – Harris County Dept of Edu Adult Education
Connie Siebert – Austin Learning Academy
Jan Whisonant – Ft. Worth ISD Adult Education
*Krista Young – Abilene Adult Education

**Continued from Cohort I*

The Master Teachers of Cohort II met for two days in Salado where they began development of agendas to accompany lesson plans. They will meet again in October to finalize agendas and prepare to begin working with their colleagues in the field. The goal for this initiative is for the Master Teachers to be able to share their expertise and materials with other math teachers and ultimately help students become proficient in the four key areas identified by OVAE.

As a part of Phase III, the Master Teachers of Cohort II will be conducting professional development workshops across Texas which focus on the four key areas utilizing the agendas, lesson plans and CDs they developed. If you would like to schedule a math workshop at your program site with one of the Math Master

Teachers, please contact Dr. Rebecca Davis at the South Region GREAT Center (email: Rebecca.davis@tamuk.edu).

About the Author

Rebecca Davis is the Director of the South Region GREAT Center. She received her Ph.D. from Texas A&M University in Educational Human Resource Development. Dr. Davis is also an Assistant Professor and the Graduate Coordinator of Adult Education Online Masters Program at Texas A&M University–Kingsville.

Texas Math Initiative Trainers Present at State and National Conferences

One of the perks of participation in the Statewide Math Initiative is the opportunity to present at TALAE with expenses of the presenters paid for by the South Region GREAT Center. At the 2008 conference there were presentations by:

- *Krista Young*
- *Dirk Hodges & Denise Johnson*
- *Tim Bickerstaff & Serapio Serna*

Presentations were also made at the TALAE 2009 conference by:

- *Kelly Meeks & Mary Alice Carlson*
- *Denise Johnson*
- *Krista Young*

Additionally, *Denise Johnson* presented at the 2009 national Commission of Adult and Basic Education Conference (COABE) in Louisville, Kentucky.

STAR - Student Achievement in Reading: What We Learned During the First Year of Training

by Ken Appelt, TCALL Professional Development Specialist

During the 2008-2009 academic year, 43 Texas teachers and administrators participated in the *STudent Achievement in Reading* (STAR) training on evidence-based reading instruction for adults. In this article, the third in a series of articles over the past year, I will discuss what we learned during this first year of STAR training in Texas. The two previous articles (referenced below) give information on the content of the STAR training and the Texas training cohort.

Texas' state leaders had several questions going into the first year of training by the national STAR trainers. They were interested in the quality of the materials and design of the series of three professional development workshops. They wanted to know if it would be effective in helping programs implement evidence-based reading instructional practices in the classrooms of teachers with students reading at a 4 to 8.9 grade level equivalent. What additional program costs would be required for implementation? What additional technical assistance support would be necessary to help programs and teachers implement and sustain evidence-based reading instruction? Would any of the reading instructional methods from the STAR training be useful for the many ESL students in Texas?

TCALL researchers collected pre-training and post-training data from the STAR training participants. The Pre-training Survey asked participants to state their current classroom practices regarding reading instruction and any previous training in reading instruction. The Post-training Survey had open-ended questions on changes to their teaching practices, training specific content, and the applicability of the instructional methods with ESL students. Administrators also responded to questions on required program changes to implement STAR and additional programs costs.

Here are some of the things our researchers discovered:

Before attending the STAR training institutes, almost all participants used the TABE test for reading assessment. 43% mentioned using additional methods – observing oral reading ability, using computer assess-

ments, and observing students work in class. 20% of the participants had no reading specific training. 60% of the cohort mentioned workshops. Of the participants claiming college reading courses, 46% had K-12 certification in Texas.

When asked how they would help students who were having trouble decoding words, only 35% of the participants mentioned instructional strategies that could be classified as phonics or alphabetic instruction. Only 35% mentioned specific comprehension strategies they taught to students.

Post-training

86% of the cohort responded that STAR improved reading assessment in their program, allowing teachers to plan instruction to the needs of the student. For example, *“Now I use the STAR assessments to break down reading skill into its four components. Knowing specific strengths and weaknesses allows me to guide students in exercising specific areas of alphabetic, fluency, vocabulary, and comprehension.”*

Changes in *vocabulary* instruction included focus on Tier II words, shorter word lists to allow depth of learning, and more oral and written exercises using vocabulary words in different ways by adding suffixes to transform them into different parts of speech. After the STAR training, teachers could also name specific strategies for teaching *alphabetic* and phonemic awareness to students who have difficulty identifying and sounding out words. Responses to the question about teaching *comprehension* strategies were greatly different on the Post-training Survey. Most named several activities or teaching strategies they learned during the STAR Reading Institutes which they now use in the classroom.

When asked if any of the strategies learned in the STAR training would apply to ESL learners, most thought the alphabetic and vocabulary strategies would work well with ESL students and those who recently transitioned from ESL into ABE classes.

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STAR, continued from page 21

Alignment of STAR content with Other State Initiatives

STAR is not a reading curriculum; it is a reading reform initiative designed to increase the use of evidence-based practices. The content of the STAR Training is compatible with other state initiatives such as *Effective Instruction for All Adult Education Students Including those with Special Learning Needs*. The reading instruction methods in both of these trainings are nearly the same and have a common research foundation.

Because STAR focuses on effective methods of reading instruction for adults, STAR does not have conflicts with Texas Adult Education Content Standards and Benchmarks for ABE/ASE and ESL Learners.

Recommendations

Based on the responses of the participants to the surveys and the observations of the training sessions and technical assistance visits, the researchers suggest several things that state administrators should keep in mind as they seek to expand and sustain evidence-based reading instruction in Texas adult education programs.

Administrators are critical to the implementation of STAR. While the administrators did not think STAR would have excessive implementation costs, their involvement is critical for solving any organizational or structural issues. STAR is designed to work best with managed enrollment; if structural changes in the program are required, the administrator will have to be involved and must have a clear understanding of the reasons for the change. Some changes may be needed in the way students are assigned to classes after initial TABE testing at intake. For long-term sustainability of STAR, the administrator will need to support and plan for the training of additional teachers. Also, administrators will be better at supporting, coaching, and monitoring their teachers if they are fully trained themselves.

Diagnostic Testing requires time and personnel. Teachers may need an assistant or tutor in the classroom while they are testing individual students. In larger programs that have specific personnel to handle TABE and BEST testing, those responsible for testing will need to be trained to administer the reading assessments used by STAR. Administrators will have to be knowledgeably involved in solving difficulties in implementing STAR at the local program level.

Teachers will need a bit more planning time. Once teachers have the results of the diagnostic testing, they group the students according to skill levels and needs, and then plan instructional activities for each group with appropriate pull-out time for any direct instruction that is needed. According to the STAR trainers, as teachers become more comfortable with STAR materials and the new classroom practices, this planning will take less time.

Technical assistance is essential for quality implementation and to help staff solve local implementation problems as programs move step by step toward full implementation. Implementing STAR may be a big change from the normal way of doing business on some campuses, and with change, comes uncertainty. Teachers can become uncertain about how to implement STAR once they return to their campus. On technical assistance site visits, STAR trainers were able to offer suggestions on teaching technique after observing the teachers in the classroom and were helpful in offering possible solutions to any perceived implementation barriers. Teachers were always assured that implementation requires step by step progress.

TCALL Resources

Appelt, K. (2009). STAR: Evidence-Based Reading Instruction for Adults Reading at the Intermediate Level. *Texas Adult and Family Literacy Quarterly*, 12(4), 1. Also available online at <http://www-tcall.tamu.edu/newsletr/oct08/oct08a.html>

Appelt, K. (2009). STAR Reading Training in Texas - A Success Story With More Benefits to Come. *Texas Adult and Family Literacy Quarterly*, 13(3), 20. Also available online at <http://www-tcall.tamu.edu/newsletr/jun09/jun09t.html>

Appelt, K., Mancuso, D., & Garcia, S. J. (2009). STAR Pilot Report: Evaluation of the STAR Institutes and the Applicability of the Content for Texas Adult Basic Education. Texas Center for the Advancement of Literacy & Learning. Also available online at <http://www-tcall.tamu.edu/docs/star/index.html>

TALAE Conference 2010

(Texas Association for Literacy & Adult Education)

February 4-6, 2010

Pre-Conference Business Meeting February 3
Dallas, Texas ~ Sheraton Dallas (Downtown) Hotel
www-tcall.tamu.edu/talae/

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FUN IN THE CLASSROOM WITH ADULT LEARNERS

Callan's Thematic Jigsaws: Interactive, Multilevel Stories for ESL. Callan, Nancy (2006). Vancouver, Canada: ESL Jigsaws. Callan's Thematic Jigsaws 1 is aimed at beginner adult ESL and Callan's Thematic Jigsaws 2 is aimed at high beginner and intermediate adult ESL. These are photocopiable books of group stories and exercises for the classroom. Stories focus on vocabulary building along common themes and stimulate discussion through controversial questions in the areas of relationships and ethics. Themes addressed in these books include family relationships, health, transportation (driving, taking a bus and taking a plane), immigration and adjusting to life in a new country, shopping, personal descriptions, banking, housing, daily routines, gender roles and housework, and Christmas. Clearinghouse Library loan set includes books 1 and 2.

Dramatizing the Content With Curriculum-Based Readers Theatre. Flynn, Rosalind M. (2007). Newark, DE: International Reading Association. Unlike traditional Readers Theatre, which is typically limited to literature-based scripts, Curriculum-Based Readers Theatre (CBRT) allows you and your students to create scripts based on any topic, any work of literature, any textbook, or almost any collection of facts. It can be easily incorporated into your existing curriculum, and because this method emphasizes spoken words and gestures, not staged action, no theatrical training or background is necessary. Author Rosalind Flynn takes a clear and straightforward approach, and the following special features make this already practical resource even more accessible: Reproducible sample scripts spanning a range of topics and content areas, Script templates to aid scriptwriting, "CBRT in Action" sections describing students' and teachers' firsthand experiences, and Easy-to-use instructions on computer formatting scripts. Aimed for teachers of grades 6-12, this approach has great potential in the adult basic or secondary education classroom.

Dream Series Reading Program. Hodus, Brett and Blumenthal, Scott (2006). La Jolla, CA: Scobre Press. The Dream Series Reading Program is designed to entice the most reluctant readers to read independently and practice the skills used by proficient readers. Using graphic organizers provided in Teacher's Resource Guide as they read independently, struggling readers can begin to improve comprehension, and ultimately, their love of reading. Each High-Interest Book is available on two reading levels. This allows students with varying reading proficiencies, but similar interests, to read the same book. "Home Run" editions (red covers) are written at the 3rd grade reading level, and "Touchdown" editions (black covers) are written at the 5th grade reading level. Both editions have the same story, but differ in length, vocabulary, sentence length, font size, and difficulty of questions for reading comprehension and discussion. This loan set includes the Teacher's Resource Guide and a sample of four readers from the Home Run series and three from the Touchdown series, all on sports-related themes.

Graphic Novel Series. In an article for the June 2006 English Journal, Gretchen Schwarz says about graphic novels: "In an increasingly visual culture, literacy educators can profit from the use of graphic novels in the classroom, especially for young adults. The term graphic novel includes fiction as well as nonfiction text with pictures—

"comics" in book format." The Clearinghouse Library has several sets of graphic novels published by ABDO publishing in 2008. Each novel is 22-30 pages long.

Graphic Novels: Biographies. Set of 8 biographies by Joe Dunn and Rod Espinosa is written on a 3.9 to 4.4 reading level contains biographies of Abraham Lincoln, Anne Frank, Benjamin Franklin, George Washington, Jackie Robinson, Lewis and Clark, Patrick Henry, and the Wright Brothers.

Graphic Novels: Classics. Set of 6 classic graphic novels by Rod Espinosa, Joe Dunn and Joeming Dunn is written on a 2.2 to 3.5 reading level. It contains the titles: Around the World in 80 Days, Moby Dick, Peter Pan, Robin Hood, The Time Machine, and White Fang.

Graphic Novels: Comics: Fantastic Four. Set of 4 comics by Jeff Parker is written on a 2.4 to 2.9 reading level. The 4 books follow the adventures of the Fantastic Four in Come Out and Fight Like a (Molecule) Man; Doom, Where's My Car?!; Law of the Jungle; and The Master of Sound.

Graphic Novels: Comics: GI Joe Sigma 6. Set of 6 comics by Andrew Dabb is written on a 2.0 to 2.7 reading level. The 6 books follow the adventures of G.I. Joe Sigma 6 in Big Time, Depth, High Fashion, Homecoming, Kumite, and Widgets.

Graphic Novels: Comics: Spider-Man. Set of 4 comics by Fred Van Lente is written on a 2.8 to 3.6 reading level. They follow the adventures of Spider-Man in Breaking Up is Venomous to Do, Dust-Up in Aisle Seven!, Fashion Victims!, and World War G.

Graphic Novels: Comics: The Avengers. Set of 4 comics by Jeff Parker is written on a 3.0 to 3.6 reading level. The 4 books follow the adventures of The Avengers in Finding Zemo, The Leader Has a Big Head, The Masters of Evil, and The Replacements.

Graphic Novels: Comics: X-Men First Class. Set of 4 comics by Jeff Parker is written on a 2.5 to 3.2 reading level. The 4 books follow the adventures of X-Men First Class in The Bird, The Beast, and the Lizard; A Life of the Mind; Seeing Red; and X-Men 101.

Graphic Novels: History. Set of 8 histories by Joe Dunn and Rod Espinosa is written on a 3.7 to 5.7 reading level. It contains the titles: The Battle of the Alamo, The Bombing of Pearl Harbor, The Boston Tea Party, The California Gold Rush, Miracle on Ice (1980 U. S. Olympic hockey team), Moon Landing (1969 landing), The Titanic, and The Underground Railroad.

Graphic Novels: Horror. Set of 6 horror stories by Jeff Zornow, Mark Kidwell, Jason Ho, Elizabeth Genco, and Bart A. Thompson is written on a 2.4 to 5.1 reading level. It contains the titles: The Creature from the Depths, Dr. Jekyll & Mr. Hyde, Frankenstein, The Legend of Sleepy Hollow, Mummy, and Werewolf.

Hip-Hop Poetry and The Classics. Sitomer, Alan and Cirelli, Michael (2004). Beverly Hills, CA: Milk Mug Publishing. This book links the great poets of the past to the contemporary Hip Hop poets of today. It compares Robert Frost to Public Enemy, Shakespeare to Eminem, and Shelley to the Notorious B.I.G. The book's interactive workbook-style format allows teachers and students to engage in analysis of poetic literary devices, writing activities, and other innovative methods. The author is a novelist, playwright, screenwriter, greeting card author, and a winner of California Literacy's Teacher of the Year award.

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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). Call 800-441-7323 or email tcall@tamu.edu to check out materials described here or to request hard copy listings of even more resources.

Welcome to Our Library, continued from page 23

Innovative Activity for HCC Community and Adult Education:

Bless Me, Ultima, Second Edition. Ankenbauer, Jenny and Romero, Lorraine (December 2007). Houston, TX: Houston Community College. HCCS Adult Education based a program-wide Hispanic Heritage Innovative Activity on the 1972 novel, *Bless Me, Ultima* by Rudolfo A. Anaya, featured novel of the 2007 Books on the Bayou celebration in Houston. Lesson plans to accompany the novel were written by Jenny Ankenbauer (ABE/ASE) and Lorraine Romero (ESL), based on the Texas Adult Education Content Standards and Benchmarks for ABE/ASE and ESL Learners. The lesson plans are intended as sample activities that other instructors might adapt to fit their own settings. Loan set includes a copy of the novel itself, and the lesson plans in both print and on a CD-ROM.

Junkyard Dan. Leonard, Elise (2008). Tampa, FL: Nox Press. *Junkyard Dan* is a series of easy-to-read books for adult emergent, struggling, and ESL readers. They are also great for GED students, adult literacy programs, and any individual who wants to strengthen their reading skills. This series is written on a first-grade reading level. The books are adult stories with adult characters, written for adults. Clearinghouse loan set includes ten books. Workbooks for the series can also be ordered from Nox Press.

Keep Talking: Communicative Fluency Activities for Language Teaching. Klippel, Friederike (2005). Cambridge, MA: Cambridge University Press. This is a practical guide to communication activities in the language classroom, suitable for use with students from elementary to advanced level. Part I contains instructions for over 100 different exercises, including interviews, guessing games, jigsaw tasks, problem solving, values clarification techniques, mime, role play and story telling. For each activity, notes are also provided on the linguistic and educational aims, the level, organization, time and preparation required. Part II contains the accompanying worksheets, which can be copied. A comprehensive table of activities and an index are included for ease of reference.

Let's Learn Together: Six Cooperative Learning Units. Bovin, Madeline (2006). Niagara Falls, NY: Full Blast Productions. This book contains six reproducible jigsaw units. Based on the principles of cooperative learning, jigsaw refers to a method of instruction in which students, working in groups, are dependent on the others in the group to gather information on a topic and to complete a task. Using jigsaw ensures that every student is an active participant in the learning process. The units are designed for high school and adult students who need to improve their reading and discussion skills. These materials are designed for multi-level classes where the reading level ranges from intermediate to advanced level. The six topics in this book are: Illegal Gill Nets, Smoking Marijuana, Using Steroids, Immigration and Employment, Smoking Cigarettes in Public, and Seeing a UFO.

Math Magic: How to Master Everyday Math Problems, Revised Edition. Flansburg, Scott (2004). New York, NY: Perennial Currents. Written by the Guinness World Record Holder as the "Fastest Human Calculator", this book offers tips on how to: master the basics, including the "real way" addition, subtraction, multiplication, and division work; simplify calculations through estimation; quick-check answers; convert metric measures to more familiar ones; figure tips, taxes, and

percentages; and master algebra using the "nine easy steps to algebra."

"BIG PICTURE" IDEA BOOKS FOR ADULT LITERACY PROGRAM LEADERS AND PROFESSIONAL DEVELOPERS

Adult Education in the Rural Context: People, Place, and Change.

Ritchey, Jeffrey, Editor (Spring 2008). San Francisco, CA: Jossey-Bass Publishers. This volume from the New Directions for Adult and Continuing Education series seeks to expand our concept of the rural United States as it explores the role that adult educators might play in this complex context. Indeed, complexity is the hallmark of this volume. Although rural areas are still composed of large expanses of open space, a continuing process of suburbanization is resulting in demographic, economic, and cultural changes that challenge those teaching and learning in rural places.

Bringing Community to the Adult ESL Classroom. Larrotta, Clarena and Brooks, Ann K. (Spring 2009). San Francisco, CA: Jossey-Bass Publishers. Using the concept of community building as a framework, this volume in the New Directions for Adult and Continuing Education Series summarizes and updates readers on the state of adult English as a second language (ESL) education in the United States, providing a complete description of this population of learners and their learning needs. Chapters discuss possibilities for community building in the adult ESL classroom, combining research, theory, and practice. Several practitioners and researchers explain the ways in which they use community-building principles in adult ESL settings. Available on loan to Texas educators ONLY.

Collaborative Leadership: Developing Effective Partnerships in Communities and Schools. Rubin, Hank (2002). Thousand Oaks, CA: Corwin Press, Inc. The author suggests tools and models of collaboration among school, community, and government to boost performance and capacity. Key features include: 24 specific skills and attributes that foster successful collaboration; 12 phases of collaboration, including a framework and checklist; seven essential characteristics of effective collaborative leaders; and definitions and discussions of the contexts and purposes of collaboration.

Coping with Teacher Shortages. Murphy, Patrick and Novak, Erin (2002). Baltimore, MD: The Annie E. Casey Foundation. This resource guide was prepared by researchers at the University of San Francisco for the Casey Foundation to assist education leaders in their effort to deal with the problem of teacher shortages. It provides insights to help educators think strategically about the issues affecting the supply of teachers and gives practical tips to help them develop a plan of action to address those challenges. Following a conceptual overview section, the guide then presents information on 25 specific programs all designed to address at least one particular element of the teacher shortage problem. This guide will be of interest and use to educators in communities struggling with teacher supply, demand, and recruitment issues and anyone involved in the education policy-making arena.

Educating Hispanic Students: Obstacles and Avenues to Improved Academic Achievement. Padrón, Yolanda N., Waxman, Hersh C. and Rivera, Héctor H. (2002). Santa Cruz, CA: Center for

Research on Education, Diversity & Excellence. This report examines factors that must be considered in the development of effective educational programs that serve Hispanic students. It provides a synthesis of the research on the education of Hispanic students, summarizing the problems confronting them and suggesting possible practices and solutions for approaching them. The report is divided into five sections: 1) Factors in the Education of Hispanics, 2) Educational Status of Hispanic Students in the United States, 3) Factors Associated With the Underachievement of Hispanic Students, 4) Factors Associated With the Educational Success of Hispanic Students, and 5) Implications for Policy and Practice.

Good to Great: Why Some Companies Make the Leap...and Others Don't. Collins, Jim (2001). New York, NY: Collins. With potential application for leadership training in literacy programs, this book offers a model to explain why some organizations make the transition from "good to great" and others don't. Based on a six-year study of high-performing companies and further study of the highest-performers among that group, Collins looked for similarities among the companies. Collins concluded that truly great companies share a corporate culture that systematically found and promoted disciplined people to think and act in a disciplined way. Examples and stories from "great" and "not so great" companies illustrate the author's road map to organizational excellence.

How Are We Doing? An Inquiry Guide for Adult Education Programs. Bingman, Beth and Ebert, Olga (2001). Cambridge, MA: National Center for the Study of Adult Learning and Literacy. From the Introduction: "What difference are we making? How do we know? How can we show it? This guide is designed to be used by local adult education programs to facilitate a systematic inquiry process answering these kinds of questions. In this process, program staff take part in activities that involve them in identifying and clarifying program goals, examining current documentation processes, addressing the challenges of performance accountability and outcomes documentation at the program level. They produce a number of documents that their program can use (a) to make a decision about implementing ongoing improvement work and (b) to conduct this ongoing work." Available on loan to Texas educators ONLY.

Listening Up: Reinventing Ourselves as Teachers and Students. Martin, Rachel (2001). Portsmouth, NH: Boynton/Cook Publishers. Having taught literacy, writing, and ESL in a neighborhood women's literacy program, a community college, and community writing and publishing projects, the author seeks to describe her "movement back and forth between theory and practice, one constantly causing the other to shift" (from the Introduction). Some chapter titles include: Images of "The Illiterate"; What's Missing From Critical Pedagogy; Another Look at Freirian Pedagogy; A Freire-Inspired Curriculum; Community College Teaching; The Working Conditions of Teaching; Teaching in Multicultural Classrooms; and several chapters on teaching writing and creating theme-based curricula.

Managing Change: Lessons Learned from Nonprofit Leaders. BoardSource (2002). Washington, DC: BoardSource. Every nonprofit organization experiences a variety of changes such as a chief executive transition, reorganization, an affiliation or merger, expansion, or re-branding. In this book, leaders from a variety of nonprofit organizations share their experiences in dealing with change and offer real-life solutions that you can apply to other organizations. Each section offers an examination of key issues, illustrative case studies and abstracts, and important action steps.

Popular Culture and Entertainment Media in Adult Education. Tisdell, Elizabeth J. and Thompson, Patricia M., Editors (Fall 2007). San Francisco, CA: Jossey-Bass Publishers. Scholars and practitioners have paid relatively little attention to the role of popular culture in the field of adult education, even though many educators of adults use it

in their work to teach critical media literacy, to discuss diversity and equity issues, and to explore many aspects of adult development and learning. In this volume, several practitioners illustrate and explain the ways in which they use popular culture in various adult education settings. In this volume from the New Directions for Adult and Continuing Education series, a chapter by Barbara P. Heuer describes the informal use of popular culture by literacy workers to break open new possibilities for building literacy.

FAMILY LITERACY

One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language, Second Edition. Tabor, Patton O. (2008). Baltimore, MD: Brookes Publishing. Reflecting 10 years of dramatic change in early education—this fully revised edition gives teachers up-to-date research, usable information, and essential tools to meet the needs of second language learners in today's learning environments. Teachers will get updates on all the key topics covered in the first edition, including working with parents, understanding the process of second-language acquisition, and using the curriculum and classroom organization to facilitate English language and literacy learning. This can be used as a professional development tool for teachers to use to support the language and literacy development and school success of second language learners while honoring their home languages and cultures

What To Do For Healthy Teeth. Sadie S. Mestman and Ariella D. Herman (2007). La Habra, CA: Institute for Healthcare Advancement. Poor oral health and tooth decay can lead to malnutrition, behavioral problems in children, and infections that spread to other parts of the body. Dental care has been identified as the greatest unmet need in children. This resource provides easy to read and easy to use information on the importance of good dental hygiene for the entire family. Set of book and Teacher's Training Manual are available on loan to Texas educators ONLY.

What To Do When You're Having a Baby. Gloria Mayer and Ann Kuklierus (2007). La Habra, CA: Institute for Healthcare Advancement. Book uses easy to read, everyday language and over 150 illustrations to explain every aspect of pregnancy, beginning with what a woman should do to get her body ready for pregnancy. Special features include a chart to write down doctor appointments and to keep track of weight gain, what the doctor will do on each visit, monthly body changes and baby's size and appearance, and special tests that may be needed. Set of book and Teacher's Training Manual are available on loan to Texas educators ONLY.

What To Do When Your Child Gets Sick. Mayer, Gloria, R.N. and Kuklierus, Ann, R.N. (2007). La Habra, CA: Institute for Healthcare Advancement. Written to be easy reading, this illustrated book is intended as a home resource for parents. Subjects include: what to look for when a child is sick; when to call the doctor; how to take a child's temperature; what to do when a child has the flu; how to care for cuts and scrapes; what to feed a sick child; how to stop the spread of infection; how to prevent accidents around the home; what to do in a medical emergency; and more. Also contains a teachers training manual. Set of book and Teacher's Training Manual in either English or Spanish are available on loan to Texas educators ONLY.

You Make the Difference in Helping Your Child Learn. Manolson, Ayala and Ward, Barbara and Dodington, Nancy (2007). Toronto, Ontario, Canada: The Hanen Centre. This easy-to-read guidebook is designed for parents of all young children, especially those who are at risk of developing a language delay. The simple language, colorful illustrations, and humorous cartoons help parents learn to connect with their children in ways that foster the child's self-esteem and learning. Book in English or Spanish or DVD in English are each available on loan to Texas educators ONLY.



“Excellent materials and service! Knowledgeable, helpful, and friendly staff.”

Marsha T. Hand
ESL/GED Instructor
Panola College
Marshall

Free Things to Send For . . .

FREE FOR THE CLASSROOM – OLDIES BUT GOODIES

The Hire Me Guide. ABE Online (1999). Saint Paul, MN: Minnesota State Department of Children, Families, and Learning. This is a work readiness course that has been written to supply learners with the appropriate training, information, encouragement, discipline, and support for work readiness. This course is for anyone who is looking for employment or is looking to change careers. The basic reading level of this course is 8.0.

How to Feel Good: Learning to Relax and Exercise: An Invitation. Jamaica Plain Adult Learning Program (1999). Jamaica Plain, MA: Adult Literacy Resource Institute. This resource was produced by students at the Jamaica Plain Adult Learning Program in Massachusetts and edited by the Adult Literacy Resource Institute. Student writings cover stress and what to do about it.

People and Politics: A Civic Literacy Curriculum. Hager, Ashley (2000). Boston, MA: New England Literacy Resource Center. Written by an adult education practitioner, the objectives of this civic literacy curriculum are for students to increase their awareness of the effect of their actions or non actions on their own well-being and the well-being of their communities; to identify the issues most important to them and select a candidate whose platform reflects their own concerns; and to write a letter to a decision maker.

Picture Stories for Adult ESL Health Literacy. Singleton, Kate (2001). Washington, DC: National Center for ESL Literacy Education. Instructional materials include four reproducible picture stories designed to help ESOL instructors address topics that affect the health and well-being of their beginner and low-literacy students. Newcomers to the United States and adults with lower literacy tend to have the least awareness of and access to health care services, thereby running the risk of more serious and chronic health outcomes. Words are kept to a minimum in the stories to give just enough information to convey an idea without becoming too distracting for students with very low literacy. The stories are designed to be safe, impersonal prompts to allow students to discuss difficult topics, ask questions, and obtain information. As the stories are about cartoon characters, the students should not feel pressure to disclose their own experiences on the topic if they don't want to.

Project SELF: Self Esteem for Life Fulfillment. Kansas State Board of Education (1999). Topeka, KS: Midwest LINCS. Project SELF activities and materials are designed to raise learners' self esteem and confidence. Lessons use a problem-solving approach, integrating self esteem and daily living skills used in social interaction, employment, learning, and family life. As-

essment is provided in the form of a self esteem survey, learner checklist, and teacher checklist. Eight lesson plans are included, as well as suggestions for creating additional lesson plans. An appendix provides instructional techniques, characteristics of self esteem, and a listing of additional resources.

Spelling: A Key to Good Communication. Steckler, Melinda (1999). Kent, OH: Midwest LINCS. These materials for teaching the basics of spelling were developed by an ABE/ASE instructor at the Dickinson, North Dakota Adult Learning Center. After researching the current formats in which spelling is taught, Steckler created this group of lessons and exercises that can be used by adult educators for a wide range of students. For example, she uses the materials with students reading at the third grade level, as well as students preparing for the GED. Lessons and exercises may be duplicated for use with students.

Teaching US History Through Feature Films. Duval, Andree et al. Boston, MA: New England Literacy Resource Center. This resource provides an outline for incorporating videos in the classroom. For each of four films (Jeremiah Johnson, Glory, Mississippi Burning, and Casablanca), a curriculum is provided, complete with references to related learning standards. The curriculum targets basic literacy, pre-GED, and beginning to intermediate ESL classes, and can be adapted for GED classes. Funded by Massachusetts Department of Education.

Tennessee Adult ESOL Curriculum Resource Book (CD-ROM). Sawyer, Patricia, Editor (June 2001). Knoxville, TN: Center for Literacy Studies, The University of Tennessee. The culmination of a yearlong action research project in Tennessee, this resource book includes information about the National Reporting System, competencies, and student lesson plans for all levels of ESOL students. Lesson plans are in three sections: general ESOL competencies incorporating conversational and life skills, English Language/Civics Competencies, and Workplace Competencies. All lessons on this CD-ROM are correlated with Equipped for the Future Content Standards (a separate item available free from the Clearinghouse).

The Texas Family Guide to Personal Money Management. Texas Investor Education Project (1997). Austin, TX: American Association of Retired Persons. A workbook containing “action steps” and “notebook items” to help organize financial records, apply sound money management principles to finances and think through plans for the future.

Things to Do in the ESL Classroom Series (CD-ROM). UTSA ESL Professional Development Center (2002). College Station, TX: Texas Center for Adult Literacy & Learning. Book 1 includes a variety of activities for grouping, “getting to know you”, and team building. Book 2 describes over a dozen activities that

address reading, writing, and numeracy skill development in the context of language learning, rather than as isolated tasks. Book 3 offers advice on using classroom games, recommends commercial and Internet games, and includes 4 reproducible games developed by the ESL Professional Development Center at UT - San Antonio. The three books are available for loan as separate titles. All three books are included on this free CD-ROM.

UBUYACAR Problem-Based Learning Student and Tutor Manuals. Maricopa Center for Learning and Instruction (1996). Tempe, AZ: Maricopa Community Colleges. Resource begins with the problem statement, "You are interested in purchasing a new vehicle. What should your annual salary be to afford the car you want?" Student Manual guides students to understand the problem, devise a plan to use the Internet to research the problem, carry out the plan using mathematical operations, and evaluate their solution. Tutor Manual provides an overview of the tutor/teacher's role in problem-based learning, the problem-solving process, suggestions, questions, and resources.

Using Multicultural Children's Literature in Adult ESL Classes. Smallwood, Betty Ansin (December 1998). Washington, DC: ERIC National Clearinghouse for ESL Literacy Education. Because high quality children's literature is characterized by economy of words, stunning illustrations, captivating but quickly moving plots, and universal themes, carefully chosen books can offer educational benefits for adult English language learners as well as for children. In addition, multicultural books honor diversity among writers and artists, give literary voice to underrepresented groups, and stimulate cross-cultural appreciation. This ERIC digest provides book selection criteria, literature-based teaching strategies, and an annotated book list for five English proficiency levels.

FAMILY LITERACY

Big Dreams: A Family Book about Reading. Goldman, Elizabeth and Adler, C. Ralph (2006). Jessup, MD: National Institute for Literacy. This family booklet about reading is aimed at parents of children in Preschool through 3rd Grade. The simple text provides ideas for parents of all literacy skill levels to read with their children and find lessons for reading in everyday activities.

A Child Becomes a Reader: Birth Through Preschool: Proven Ideas from Research for Parents, Third Edition. Armbruster, Bonnie B and Lehr, Fran and Osborn, Jean (2006). Washington, DC: The Partnership for Reading. When does a child learn to read? Many people might say in kindergarten or first grade. But researchers have told us that children can begin to learn reading and writing at home, long before they go to school. This booklet offers advice for parents of children from birth to preschool on how to support reading development at home, and how to recognize preschool and day care activities that start children on the road to becoming readers. Clearinghouse Library provides free copies for Texas educators ONLY. Report is also available free by mail from EdPubs (800-228-8813).

A Child Becomes a Reader: Kindergarten Through Grade 3: Proven Ideas from Research for Parents, Third Edition. Armbruster, Bonnie B and Lehr, Fran and Osborn, Jean (2006). Washington, DC: The Partnership for Reading. The road to becoming a reader begins the day a child is born and continues through the end of third grade. At that point, a child must read

with ease and understanding to take advantage of the learning opportunities in fourth grade and beyond. This booklet offers advice for parents of children from grades K-3 on how to support reading development at home, and how to recognize effective instruction in their children's classrooms. Clearinghouse Library provides free copies for Texas educators ONLY. Report is also available free by mail from EdPubs (800-228-8813).

The Family: America's Smallest School. Barton, Paul E. and Coley, Richard J. and Educational Testing Service (September 2007). Princeton, NJ. The gaps in critical home conditions and experiences of young children mirror the achievement gaps that begin early in life and persist through high school, according to results from a new study conducted by the Education Testing Service. The study's researchers examined the factors that influence early childhood learning and found that 33 percent of children live in families in which no parent has a full-time, year-round job. Additionally, by age four, children of professional families hear 35 million more words than children of parents on welfare. According to Paul Barton, who co-authored the report, "single-parent families, parents reading to children, hours spent watching television and school absences, when combined, account for about two-thirds of the large differences among states in National Assessment of Educational Progress reading scores." The study suggests that in order to improve schools and student achievement, reform efforts must go beyond the public policy arena and focus on creating home and community environments that aid in educational development. Clearinghouse Library provides free copies for Texas educators ONLY. Report is also available online. www.ets.org/research/pic (Search site by title.)

Intergenerational Literacy Notebook. Carr, Karen, Project Coordinator (February 2004). Denver, CO: Colorado Department of Education. This collection of thematically based activities for adults and their children to complete together was designed for adult education, Even Start, and Migrant Even Start programs in Colorado. A majority of the activities are designed for English language learners and are life skills based. Science and social studies activities primarily target the ABE/GED learner. Themes include: Community Services, Consumer Economics, Employment, Health, Housing, Transportation, Science, and Social Studies. Each thematic unit includes group activities as well as some that require minimal teacher support and could be used as take-home activities. Numerous reproducible elements are included. Clearinghouse Library provides free copies for Texas educators ONLY. Notebook is also available online. [www.cde.state.co.us/cdeadult/iglindex.htm](http://cdeadult/iglindex.htm)

Shining Stars Series. Goldman, Elizabeth and Adler, C. Ralph (2006). Jessup, MD: National Institute for Literacy. Based on A Child Becomes a Reader (see above), this brochure is one in a series that includes activities to help build a child's reading skills and tells a parent's story of how a mom or dad helps a child learn to read. The Shining Stars series includes five different age-specific booklets. Each includes a checklist of ways parents can encourage their child, which can be detached and hung on the refrigerator for easy reference. Request each booklet from the Clearinghouse Library by name.

Shining Stars: Toddlers Get Ready to Read
Shining Stars: Preschoolers Get Ready to Read
Shining Stars: Kindergartners Learn to Read
Shining Stars: First Graders Learn to Read
Shining Stars: Second and Third Graders Learn to Read

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